

HERITAGE HIGH SCHOOL

AND THE FUTURE OF SECONDARY EDUCATION IN LYNCHBURG



A JOINT TASK FORCE OF
LYNCHBURG CITY COUNCIL AND THE LYNCHBURG SCHOOL BOARD

REPORT TO THE SCHOOL BOARD
SEPTEMBER 27, 2011

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ADDITIONAL REFERENCES

Additional material that was consulted by the Task Force, such as the *Dewbury Study*, *2010 Census Data*, *Input from Citizens at Public Meetings*, *Survey Responses* and complete subcommittee reports including appendices can be found at:
<http://www.lynchburgva.gov/index.aspx?page=5073>

THE ISSUE

In 1975, in response to annexation of portions of Campbell County into the City of Lynchburg, planning began for the rapid construction of Heritage High School. Although the building was designed to be a state-of-the-art building, including an effort to incorporate what was then novel solar power technology, everyone who has been associated with the school agrees that the building never met expectations. Heritage High School has been plagued with leaks and temperature control problems from the day it opened in 1977. Its layout is inefficient both in terms of energy use and spatial considerations. Important academic and extra-curricular activities are provided in locations that were not designed for current uses, since appropriate spaces are not available. Maintenance of the building is difficult and the educational environment has suffered significantly as a result. Sections of the school are often frigidly cold while other sections are simultaneously over-heated. Hallways are narrow and classrooms are routinely flooded with rain water. Sections of the building are open to the outside elements and access for individuals with disabilities is severely limited. Given the environmental challenges posed by Heritage High School, it is a testament to the commitment and ingenuity of faculty and staff that Heritage High School has generated exceptional school spirit and outstanding academic accomplishment. The fact is that the current state of Heritage High School is unacceptable for a community that values its children and their education.

THE PROCESS:

The Lynchburg City School Board recognized the problems associated with Heritage High School and engaged Dewbury and Davis, Inc. in 2007 to provide a preliminary study of options regarding the school. Given other priorities, no further action was taken as a consequence of that study, and City Council acted in the fall of 2010 to create a Steering Committee to study the issue and begin a process that would culminate with a solution to the Heritage High School issue by 2018. If the response to the challenges listed above requires any major construction, the process of planning, bidding, building and financially supporting a 2018 resolution must start immediately. The Lynchburg City School Board welcomed City Council's request for the creation of a steering committee, and that four member body began to meet during the fall of 2010. The steering committee included two Council Members (Michael Gillette, Chairperson and Turner Perrow) and two School Board Members (Al Billingsly, Vice-Chairperson and Charlie White). The Steering Committee organized an opening session at Heritage High School to receive community input and hosted three additional open forums for community participation. Based on the data gathered at those community meetings along with an online survey, the Steering Committee determined a scope of effort and structure for studying this issue.

The Steering Committee determined that five distinct areas need to be considered in determining an appropriate response to the challenges posed by Heritage High School. Those areas include A) educational plan, B) extra-curricular activities, C) facilities infrastructure, D) finances and E) community impact. The Steering Committee also recognized that dealing with Heritage High School would have ripple effects throughout the educational system, and

created the Task Force on Heritage High School and the Future of Secondary Education in Lynchburg. This Task Force initially included eleven members:

- *Michael Gillette (City Council), Chairperson*
- *Al Billingsly (School Board), Vice Chairperson*
- *Roger Jones, Educational Plan Subcommittee Chairperson*
- *Jenny Poore, Extra-curricular Subcommittee Chairperson*
- *Jim Mundy, Facilities Subcommittee Chairperson*
- *Lyle Schweitzer, Finances Subcommittee Chairperson*
- *Sally Selden, Community Impact Subcommittee Chairperson*
- *Turner Perrow (City Council), At Large Member*
- *Charlie White (School Board), At Large Member*
- *Ingrid Hamlett, At Large Member*
- *Robert Miller, At Large Member*

Upon Robert Miller's unexpected death, Yvette Miller joined the Task Force as an at-large member. Upon assumption of duties as School Board Chairperson, Charlie White rotated off of the Task Force. Jenny Poore was appointed to the School Board to commence a new term beginning in July of 2011, so the balance of School Board to City Council representation remained. The final number of Task Force members given these changes is ten.

The Task Force developed a process and schedule that was designed to build on the momentum created by the four community meetings that took place in 2010. Our goal was to generate a charge for the five subcommittees as listed above and to encourage them to complete their work during the spring and summer of 2011. The Task Force would then receive the subcommittee's reports and consider the options in light of each subcommittee's unique and targeted perspective. The Task Force would generate a set of recommendations to be forwarded to the School Board in the early fall of 2011. It is our hope that the School Board will then act on our recommendations quickly enough to make its decisions known to City Council in the late winter or early spring of 2012 so that Council can begin the process of financial planning.

GOALS:

The Task Force believes that any solution to the problems experienced at Heritage High School is going to require a significant investment of energy and money and that it will impact the entire City. In order to verify that the City of Lynchburg continues to act as a responsible steward of public funds and the educational future of our children, we believe that a full evaluation of all possible options must take place. Based on these assumptions, the Task Force was committed to the idea that all options must be considered and evaluated so that rational support for our recommendations is forthcoming. On that basis, the Task Force developed its Charter and Charge to the Subcommittees which can be found on pages 8-10 of this document.

TASK FORCE RECOMMENDATIONS:

The entire community will be impacted by the effort to ameliorate conditions at Heritage High School and numerous options present themselves. The Task Force has, therefore, engaged in an extensive analysis of all imaginable alternatives and the benefits and detriments of each. As a result of community outreach both at open meetings and through survey opportunities, exhaustive study by subcommittees that were charged with evaluating specific aspects of this issue, and careful discussion of the results of that work by the Task Force, we are prepared to make the following recommendations:

1. We recommend that Heritage High School and E.C. Glass High School not be merged into a single school.

The Task Force is impressed with the uniformity of recommendations from all of the subcommittees on this issue. We are convinced that combining high schools into a single entity would negatively impact the educational experience for our students, reduce our ability to succeed in areas such as raising test scores and increasing graduation rates, hamper student involvement in meaningful extra-curricular activities, substantially impair our community's self-image, and make it harder to maintain high property values and attract and retain new citizens of Lynchburg. Furthermore, we do not believe that the option of combining schools will substantially lower costs, as significant renovation would be necessary on the E.C. Glass campus to accommodate a single high school. For all of these reasons, that are well explained in the attached subcommittee reports, we believe that the option of combining our two high schools into a single entity should be removed from consideration.

2. We recommend that refurbishing the existing Heritage High School in its current configuration is an inadequate response that would merely extend significant difficulties for students, educators and staff.

Although the financial costs of refurbishing the existing building seem to be lower than the costs of building a new or substantially new school, refurbishment costs are often difficult to predict. Assuming that even if refurbishment costs run high, they would still be lower than other options, we do not believe that those costs would produce a sufficient return on investment. The Heritage High School building has deficits and presents serious challenges beyond leaks and temperature control. We are convinced that this school is not configured in a way that provides sufficient size and types of space to provide a quality education in the 21st century. Extra-curricular activities do not have dedicated resources and the simple movement of students from class to class is difficult. Science labs are crowded into insufficient locations and the ability to retrofit the building for new technologies is limited. If Heritage suffered only from poorly designed curtain walls, renovation might be possible. As a High School, however, it is inadequate in so many ways that the

expenditure of funds on refurbishment would not produce sufficient benefits to justify the costs.

3. We recommend that it is desirable to maintain two four year high schools. Therefore, any solution to the Heritage High School problem should result in continuation of that school and E.C. Glass as comprehensive four-year institutions.

As part of our discussion, the Task Force asked the subcommittees to consider creative options for reconfiguring the educational system in a way that might alleviate the stresses on the Heritage High School building. It might be possible, for instance, to create a three year high school experience and have either one high school or two smaller high schools. It might also be possible to adjust educational offerings at Heritage High School and E.C. Glass to maximize efficiency for the system as a whole, while reducing the activities at one or both of those campuses. After careful consideration of these options, however, we believe that gains in educational efficacy will not be obtained by making such adjustments. Furthermore, the strong sense of community that has formed across the city would be threatened. Businesses have made it clear that they believe that work force development best takes place with two high schools, and realtors have indicated that home shoppers always look for smaller high schools that offer complete educational opportunities. Since we have already recommended that Lynchburg's two high schools not be combined, and that Heritage High School cannot continue in its present footprint, we further recommend that whatever plan is adopted to improve Heritage, it should include the goal of replicating and potentially increasing the scope of offerings at Heritage High School rather than reducing it. This effort should attempt to retain important programs such as the Central Virginia Governor's School.

4. We recommend that a substantially new structure is needed. We believe that building either a completely new high school on-site or elsewhere, or building a substantially new high school with significant incorporation of sections of the existing structure, are equally viable options based on our work. The relative advantages and disadvantages of incorporating sections of the existing school could only be ascertained with additional engineering and architectural study that falls outside of the purview of this body.

While the Task Force is unanimous in its opinion that Heritage High School should be preserved as an independent and full-functioning high school, we are not able to recommend a specific course of action to bring that about. Three options present themselves: A) build a new high school at a new site, B) build a new high school on the current site using new land, or C) build a new high school that incorporates the lower two levels of the existing school. The choice among these options must be informed by a complete analysis of available sites, the architectural possibilities of

building a structure contiguous to the current structure, and the impact on students during construction. Although we have done some initial research into these concerns, we believe that this sort of analysis goes beyond the role of the Task Force and should be executed by appropriate professionals only after the School Board decides on the direction it wishes to take. We point out that the cost differential between building new or re-using sections of the existing building is not likely to be great, that sections of the current athletic complex are worth saving, and that disruption to students during construction should be considered carefully when determining the next location for Heritage High School.

5. We recommend that priority should be placed on saving the fields and lower level of the existing school for conversion into an athletic complex for continued student use and/or possible increased public use.

Although the current Heritage building is inadequate, parts of the complex are high quality and salvageable. We have determined that the playing fields, field house including indoor track, and the first floor of the current building can be refitted in a productive way that makes them valuable community assets. We recommend that if a new high school is built on a different site, careful consideration should be given to retaining the athletic facilities for use by the school and/or increased access to citizens. Research shows that those who live around Heritage High School already use these facilities more than E.C. Glass families use Glass facilities, and we believe that this neighborhood spirit should be protected and fostered if at all possible.

6. We are available for further involvement if desired by the School Board.

The Task Force was very careful to stay within its charter when preparing this report. As a result of our analysis, we believe that we have become content experts to some extent and we are more than willing to continue our work if charged by City Council and the School Board to further investigate certain options. We are also willing to accept reassignment onto other committees that might be created to keep the process moving. It is our sincere hope that our efforts will enable the School Board and City Council to satisfy the 2018 timeframe.

When the Task Force began its work, all of our members predicted that competing values and distinct priorities would develop out of the subcommittees. Our process was intentionally designed to maximize the autonomy of the subcommittees so that each aspect of this decision process would receive equal consideration and that no one single agenda or pre-conceived conclusion would have excess power. We believed strongly that a rational evaluation of all possible options was necessary in order to justify our conclusions, and we anticipated that the separation of the question into multiple parts would result in the need for an extensive integration effort involving the careful balance of competing priorities. It came as a pleasant

surprise, however, when the work of all five subcommittees naturally converged in support of the recommendations that we have enumerated above. Amazingly, arguments from every perspective coalesced into a uniform opinion that the needs at Heritage High School are real and urgent, that maintaining two fully functioning but separate high schools is imperative, and that merely refurbishing the current Heritage High School would be insufficient. The hard work and honest reporting from the subcommittees made the Task Force's work easier than expected, and we endorse this report to the School Board unanimously.

ACKNOWLEDGMENTS:

This document represents the combined work of far too many individuals to mention by name. It is the result of the concerted effort of City and School Division staff members, appointed Board members, elected officials and countless citizens who donated their time and insight in order to develop a well-reasoned and rational evaluation of the alternatives that present themselves as we tackle the difficulties presented by the Heritage High School building. While the names of subcommittee members are listed in the relevant sections below, a number of individuals deserve special mention and thanks.

The following staff members gave of their personal time to provide support the Subcommittees:

Facilities Subcommittee: Jason Campbell and Steve Gatzke

Extracurricular Activities Subcommittee: Ed Dillinger and Greg Wormser

Educational Plan Subcommittee: Brendon Albon

Community Impact Subcommittee: Ethel Coles and Steve Smallshaw

Finances: Kim Lukanich and Stephanie Suter

The following staff members provided invaluable support to the Task Force:

Leigh Farmer, Leslie King, Joann Martin

The initial work of the Steering Committee would not have progressed if not for the avid support of *City Manager Kimball Payne and School Superintendent Paul McKendrick*.

My fellow Steering Committee members who initiated this effort deserve specific recognition: *Al Billingsly, Turner Perrow, and Charlie White*

My fellow Task Force members made what could easily have been a monstrously difficult project into a well organized and efficient effort:

Al Billingsly, Ingrid Hamlett, Roger Jones, Robert Miller, Yvette Miller, Jim Mundy, Turner Perrow, Jenny Poore, Lyle Schweitzer, Sally Selden.

Although all of the Task Force members deserve thanks, special mention must be made of those members who also chaired subcommittees and did an outstanding job of generating their own targeted analysis of important issues.

These individuals performed the greatest share of the effort and generously shared their specific expertise:

Roger Jones, Educational Plan

Jim Mundy, Facilities

Jenny Poore, Extracurricular Activities

Lyle Schweitzer, Finances

Sally Selden, Community Impact

I also wish to make special note of the fact that during our deliberations, we suffered the significant loss of Robert Miller. Our sympathy goes out to Robert's family and friends. His insights and thoughtful presence were sorely missed, and we especially thank Yvette Miller, who brought her own wealth of experience to our proceedings, for graciously agreeing to complete the work that her husband began.

As a final note, I want to thank all of the citizens of Lynchburg who participated in our public outreach efforts and gave us the feedback that formed the basis of our considerations.

With deepest appreciation,

Michael A. Gillette, Task Force Chairperson

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TASK FORCE CHARTER

Mission

The Task Force shall gather information, engage the public in conversation, analyze options and forward recommendations to the School Board regarding the goal of ameliorating the challenges posed by Heritage High School within the 2018 timeframe set by City Council. The Task Force has no authority to make any final decisions in this regard, and is designed to facilitate the effort of identifying options, clarifying the implications of selecting options, and analyzing the impact of possible future courses of action. It remains the sole authority of the Lynchburg City School Board to make decisions regarding Heritage High School and associated issues, and the sole authority of Lynchburg City Council to make funding decisions based on the School System's recommended course of action. The Task Force is designed to continue the work of the four-person joint steering committee that was formed by City Council and the School Board in the fall of 2010.

Scope of Activity

The Task Force will create five subcommittees that will carry out the effort of gathering information and analyzing implications. Subcommittee work will be forwarded to the Task Force where it will be synthesized into a final work product. The completed analysis that is generated by the Task Force will consider the needs of Heritage High School and the consequences of available options and their impact throughout the entire Lynchburg educational system. The Task Force will be a recommending body only and will have no authority to make final decisions. Task Force leadership will make periodic reports to City Council and the School Board to keep those bodies apprised of its progress. The Task Force and its subcommittees may engage content experts on specific issues and engage in community dialogue as it deems appropriate to this effort.

COMPOSITION AND MEMBERSHIP

Task Force

The Task Force will be composed of eleven members chosen by the Steering Committee to provide a diverse mix of perspectives and expertise. The two members of City Council and two members of the School Board who served on the Steering Committee shall continue as Task Force members. Two additional at-large members will be appointed along with five subcommittee chairpersons.

Subcommittees

The initial subcommittees will include A) Community Impact, B) Educational Plan, C) Extracurricular Activities, D) Facilities, and E) Finances. Each subcommittee will be charged with analyzing issues presented to it by the Task Force from its own particular perspective. Subcommittees are free to share information and engage in dialogue as the work progresses. The Task Force will work with the subcommittee chairpersons to assign subcommittee members. Subcommittee chairpersons are free to organize their subcommittees as they see fit, to convene meetings at their own discretion, and to work with content experts as necessary. Any request for funding must be made of the Task Force which will then forward the request to the appropriate staff members or governing body.

Leadership

The Steering Committee chairperson and vice chairperson, as appointed by City Council and the School Board, will continue in those positions with the Task Force. All members of the Task Force have equal input into the conclusions and recommendations of the Task Force. The chairperson and vice chairperson will have organizational duties only, with no additional authority on the Task Force.

Work Product

The Task Force shall have no authority to make final decisions regarding Heritage High School and associated issues. The Task Force will develop an analysis of the challenges Lynchburg faces in dealing with this issue, and a discussion of the alternatives, benefits and detriments of all reasonable options. While the Task Force does have the ability to make recommendations to the School Board, it can also create a final report that outlines options. The fundamental goal of the Task Force is to assist in a reflective discussion of relevant issues in order to facilitate a 2018 solution to Heritage High School issues.

Intended Schedule

The Task Force will charge its subcommittees in March, 2011, collect data and input from the subcommittees by late spring or early summer of 2011, and generate its report by the end of summer or early fall of 2011. It hopes to provide its work product to the School Board in sufficient time for the School Board to consider its options and make a recommendation to City Council by January, 2012. While this is the intended schedule, departure from the delineated timeline may become necessary if the scope of effort or complexity of information changes.

Staff Support

The Task Force will rely upon appropriate staff support from both the City Manager's Office and the Lynchburg City School System as assigned.

CHARGE TO THE SUBCOMMITTEES

1. From your subcommittee's perspective, please analyze the advantages and disadvantages of refurbishing Heritage High School in its existing building.
2. From your subcommittee's perspective, please analyze the advantages and disadvantages of rebuilding Heritage High School on contiguous land, its current site, or an as yet unidentified new location.
3. From your subcommittee's perspective, please analyze the advantages and disadvantages of pursuing a combination of substantial renovation and new construction at the current Heritage High School site.
4. From your subcommittee's perspective, please analyze the advantages and disadvantages of moving to a single new high school on what is now the E.C. Glass campus.
5. From your subcommittee's perspective, please analyze the advantages and disadvantages of maintaining a four year high school experience and, alternatively, creating a three year high school experience. These alternatives might include a variety of options for ninth grade, and your analysis may consider various permutations of grade combinations as your subcommittee sees fit.
6. Are there any additional options that have become viable based on your subcommittee's work?

EDUCATIONAL PLAN SUBCOMMITTEE

From: Educational Plan Subcommittee

Roger Jones, Chair
Brendon Albon
Andrew Clark
Latoya Garland
Maria Jaeger
Mike Nilles

Jennifer Petticolas
Libby Roberts
Stephen C. Smith
Stephen P. Smith
Mary S. Spencer

To: Heritage High School Task Force

Date: August 9, 2011

The Educational Plan Subcommittee was asked to study five options for Heritage High School (HHS) and to develop the strengths and weaknesses of each option. These five options were:

- Option 1: Refurbish HHS
- Option 2: Renovate Part/Demolish Part/Add New Construction
- Option 3: Construct a New HHS
- Option 4: Combine HHS and E.C. Glass (ECG) into One 9-12 School
- Option 5: Combine HHS and ECG into One 10-12 School

The subcommittee reviewed, studied, and analyzed the five options. Based on the identified strengths and weaknesses of each option, the subcommittee was asked to prioritize the options for the task force.

After a careful review, the subcommittee concludes that options 4 and 5, which include consolidating Heritage and E.C. Glass into one high school, are not in the best interest of education in the City of Lynchburg. Both high schools are well respected across the Commonwealth, and graduates have been successful in both college and work environments. Combining the schools would limit student participation in extra-curricular activities potentially having the greatest impact on minority students. Creating one mega-high school also increases the risk of lowering the graduation rate. Therefore, the subcommittee recommends that options 4 and 5 which combine the two high schools be withdrawn from further consideration.

In addition, the subcommittee does not recommend option 1, that Heritage High School be refurbished. The subcommittee does not believe that the Heritage High facility is adequate to prepare students for a 21st century education. Because of inadequate academic space and potential safety issues, refurbishing would be a band-aid. It would be educationally unsound. Should, however, the choice come down to refurbishing versus consolidating the high schools, the subcommittee would support refurbishing over consolidation.

The subcommittee believes there are only two viable options for Heritage High School and prioritizes these options as follows.

1. Option 3: Construct a new Heritage High School. The site could be on existing property or on a separate parcel located in another part of the city in the Heritage attendance zone. If re-build on existing property, the subcommittee recommends that the school be constructed on higher ground so there is more visibility to the community and greater access to wireless technology.
2. Option 2: Renovate Part/Demolish Part/Add New Construction. Renovate the bottom two levels of Heritage and the Governor's School. Build new academic and career technical wings around what can be saved from the existing facility. The new wings could be built on either side of the current building.

Strengths and weaknesses of each the five options follow.

Option 1: Refurbishing Heritage High School (HHS)

Advantages

- HHS would remain a comprehensive high school
- Cost would be less
- Could take place while students are in school or during summer (minimal disruption)
- Would maintain the "character" of HHS campus
- Better than nothing
- Could provide improved classroom space for Career Technical programs
- Would allow HHS faculty to continue using creative teaching practices it has been using
- Already one of the highest achieving schools in Virginia with such a larger percentage of students on free and reduced lunch
- Would assist with stability of Governor's School, no additional costs.

Disadvantages

- Would sink money that could be used for educational resources into more band-aids that have not worked since 1977
- Current state of HHS is unacceptable
- Inadequate space for science labs
- Inadequate space for logistical movement of students in hallways
- Health and safety risks due to mold

- Health and safety risks due to inadequate heating and cooling system
- HVAC problems – teachers and students have to dress in layers
- Health and safety risks due to multiple problems with sewage system
- Problem with lack of sunlight
- Health-related issues with the building – allergies
- Concern for how long repairs would last – 5 years, 10 years – then the city is faced with the issue again
- Safety concerns during refurbishing if done while students are in school
- Temporary loss of classroom space
- Installation of technology would be more complicated in the current building
- Technology access may continue to be limited in some areas
- Wireless connections could be affected
- Continues the separation of career technical programs

Option 2: Renovating Part/Demolishing Part/Adding New Construction (Use what you can, build around)

Advantages:

- Could continue use of building during the process
- Could design the new construction to accommodate curriculum/educational needs
- Could design the new construction to accommodate technology needs
- Potential for improved classroom space for career technical programs
- Could utilize two major areas: field house and cafeteria
- Athletic fields are already in place
- Less cost than new construction
- Give students pride in seeing something started and completed
- Adding an “academic wing” could address width of hallways, appearance, accessibility
- Retaining a nationally ranked high school
- Does not impact extra-curricular participation
- Keeps two smaller schools which has more positive impact on dropout rate

Disadvantages

- Possible problem with enough acreage
- Depending on location of new construction, band practice area and tennis courts may have to be added
- Land is not favorable to future needs – building still in a hole
- Potential safety issues if students remain in building during renovation/construction
- Potential safety issues with portable or temporary classrooms
- May not be able to provide “equal access” of technology in all areas of the building due to structural constraints
- Continues the separation of career technical programs
- Potential impact on parking and bus access
- Potential displacement of students, academic programs, and extra-curricular activities during renovation/construction
- Location is not visible to the public
- Building layout presents safety concerns due to need to secure five levels during renovation/construction

Option 3: Construction of a New HHS

Advantages

- HHS would continue as a comprehensive high school
- Would accommodate future needs in curriculum, educational programs, and career technical
- Could be designed to accommodate for 21st century technology including potential online courses, use of hand held devices, and wired to accommodate multiple users at the same time
- Could design facility to address unique needs of 9th graders
- Could design facility to address needs of career technical programs
- Could design facility to address needs of extra-curricular programs
- Could design facility to address needs of cultural arts
- Could design facility to address science lab space
- Could design facility to address foreign language lab issues
- Could design facility to address width of hallways and lockers
- Could design facility to address needs of ROTC

- Could design facility to address special education needs related to employment and independent living
- Could design facility to address needs of media center – library of the future needs to be virtual with good acoustics
- Could design facility to address large group testing needs rather than using the media center for two months of the year
- Could design facility to address math issues – classrooms are too small for 25 students with size providing little flexibility for use of varied instructional methodology
- Creates an opportunity to create a dynamic electronic classroom
- Would generate a new pride in the area
- Could be a Green Build to be environmentally friendly
- Would completely solve the HHS problem
- No negative impact on student learning during construction
- Keeps school size in the community in better balance with what most of the research says for academic achievement
- Could create a safer building
- Retaining a nationally ranked high school
- Does not impact extra-curricular participation
- Keeps two smaller schools which has more positive impact on dropout rate
- Opportunity to give faculty, students, and community a voice in the design

Disadvantages

- Most expensive of all options

Option 4: Combining HHS and ECG into One 9-12 School

Advantages

- Less expensive than most other options
- More specialized academic classes could be offered at a higher high school
- All career technical classes could be offered at one site
- Research tends to show a curvilinear relationship with math achievement scores and school size: a school the size of the “new” school would mirror that of the curvilinear relationship for high math achievement (Werblow, 2009)

- Having one high school in the community can provide a focal point
- Resources would not have to be shared between schools
- Athletic teams would be very competitive

Disadvantages

- Research shows a linear relationship between school size and dropout rates. A school the size of the “new” school would fall within the parameters of school size where dropouts increase.
- Implementation of the Graduation and Completion Index connected to Virginia School Accreditation adds to the importance of keeping students in school and not creating an environment that research says promotes additional dropouts
- More students will fall through the cracks
- Harder to maintain high academic standards (Public Agenda Report)
- Lack of personalized environment
- Decreases extra-curricular activities. The research clearly indicates that students who are involved in extracurricular activities do better academically than students who are not. We need to be expanding opportunities for involving students, not creating a structure that limits those opportunities.
- More difficult to close the achievement gap
- Could increase violence, especially connected to gangs. The Lynchburg Police Department should be consulted about their thoughts related to the impact of combining the high schools on community dynamics. They may be able to provide an important perspective. Realtors should also be consulted about the impact of having one high school on property values
- Would impact parking and athletic fields
- Could lose career technical programs because of cost of relocating expensive programs that exist at HHS
- Parents prefer smaller schools – combining could lead to families who can afford it moving into the counties or sending their children to private school
- While less expensive, there would be significant expenditures for additional classrooms, labs, common areas, restrooms, cafeteria
- Could result in the loss of one of the ROTC programs
- Increase in absentee and tardy rates
- Elimination of a nationally ranked high school in the city
- Most likely, leads to an increase in student-teacher ratios
- Two smaller high schools are better than one “mega-school”

- Both high schools have their own culture and standing in the community
- Both high schools have produced outstanding graduates and are fully accredited in spite of changing demographics
- Both high schools have outstanding faculties
- The new census data indicates that the city is growing with most growth in the HHS zone
- Creating a “mega-school” would make it the 7th largest high school in Virginia. E. C. Glass has spent the last five years arguing that it should be considered AA for Virginia High School League activities because there are no AAA schools closer than 60 miles to Lynchburg. Creating a larger school will put the city right back where it was with increased costs for travel for athletic competition. The AA schools in the area will not play a mega-school.
- Not only will athletics be affected but so will programs such as theater. Both high schools have outstanding theater programs, and both perform a variety of plays and musicals each year. The reward for creating such vibrant programs should not be reducing the opportunities for students to perform. Other programs including academic competition, show choirs, and band will also be affected by decreased opportunities.

Option 5: Combining HHS and ECG into One 10-12 School with Restructuring of 9th Grade

Advantages

- Creates opportunity to address 9th grade achievement and dropout rate
- More specialized academic classes could be offered at a higher high school
- All career technical classes could be offered at one site
- Research tends to show a curvilinear relationship with math achievement scores and school size: a school the size of the “new” school would mirror that of the curvilinear relationship for high math achievement (Werblow, 2009)
- Having one high school in the community can provide a focal point
- Resources would not have to be shared between schools
- Athletic teams would be very competitive

Disadvantages

- Research shows a linear relationship between school size and dropout rates. A school the size of the “new” school would still fall within the parameters of school size where dropouts increase.

- Implementation of the Graduation and Completion Index connected to Virginia School Accreditation adds to the importance of keeping students in school and not creating an environment that research says promotes additional dropouts
- More students will fall through the cracks
- Harder to maintain high academic standards (Public Agenda Report)
- Lack of personalized environment
- Decreases extra-curricular activities
- More difficult to close the achievement gap
- Could increase violence, especially connected to gangs
- Would impact parking and athletic fields
- Athletic teams would have no one to play in the area – would increase travel even beyond what ECG experienced before moving to the Seminole District
- Could lose career technical programs because of cost of relocating expensive programs that exist at HHS
- Parents prefer smaller schools – combining could lead to families who can afford it moving into the counties or sending their children to private school
- While less expensive, there would be significant expenditures for additional classrooms, labs, common areas, restrooms, cafeteria
- Could result in the loss of one of the ROTC programs
- Increase in absentee and tardy rates
- Elimination of a nationally ranked high school in the city
- Most likely, leads to an increase in student-teacher ratios
- Could lead to restructuring of city's entire educational system
- Adds an additional transition grade
- Increases the logistical movement of students
- If 9th grade is separate, must find a school location for 9th grade
- If 9th grade paired with middle schools, older students stay too long with younger students
- A 9th grade academy concept, or some variation, is a strong concept. However, the 9th grade academy is best delivered within each high school rather than a separate school. A separate school creates transportation issues, VHSL issues, curriculum issues, and transition issues. Since some 9th graders already have high school credits and some don't, the range of curriculum offerings would need to be expansive. This would add additional costs through a duplication of services.

EXTRACURRICULAR ACTIVITIES SUBCOMMITTEE

Final Report

July 22, 2011

Extracurricular Activities Subcommittee Members

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Executive Summary

Process

To comprehensively address the Charge to the Subcommittees originally outlined by the Heritage High School Task Force the Extracurricular Activities Subcommittee completed a multiple stage analysis. First, a detailed inventory of all extracurricular activities currently in place at Heritage High School. Second, an analysis of all facilities utilized by those extracurricular activities. Third, an investigation of activities' transportation costs with regard to #4 of the Charge to the Subcommittees. Fourth, a demographic study of students participating in each activity with the hopes of best understanding the stakeholders who will be impacted by any future decision. In conjunction with this Heritage-centric data, similar data from E.C. Glass was also collected for comparison purposes in the form of coaching/staff surveys, tours and demographic data analysis.

The information outlined in this report will be an explanation of each of these stages along with the methods employed during the undertaking of each. The conclusion of this report will be a final detailing of the advantages and disadvantages of each of the six questions listed on the Charge to the Subcommittees relative to extracurricular activities in addition to any recommendations based on our subcommittee findings.

Initial Charge to the Subcommittees:

1. From your subcommittee's perspective, please analyze the advantages and disadvantages of refurbishing Heritage High School in its existing building.
2. From your subcommittee's perspective, please analyze the advantages and disadvantages of rebuilding Heritage High School on contiguous land, its current site, or an as yet unidentified new location.

3. From your subcommittee's perspective, please analyze the advantages and disadvantages of pursuing a combination of substantial renovation and new construction at the current Heritage High School site.
4. From your subcommittee's perspective, please analyze the advantages and disadvantages of moving to a single new high school on what is now the E.C. Glass campus.
5. From your subcommittee's perspective, please analyze the advantages and disadvantages of maintaining a four year high school experience and, alternatively, creating a three year high school experience. These options might include a variety of options for ninth grade, and your analysis may consider various permutations of grade combinations as your subcommittee sees fit. Are there any additional options that have become viable based on your subcommittee's work?

Findings

Based on our subcommittee's data collection and subsequent evaluation #2 in the Charge to the subcommittees is the option that most effectively satisfies the requirements of all extracurricular activities. Our research shows that the problems with the existing Heritage High School are too extensive to adequately renovate and retrofit in a manner that would both satisfy all of the shortcomings of the current facility and elevate the current facility to the minimum current standards for new construction.

Additionally, Charge #4 to the Subcommittees, the option that would combine Heritage High School and E.C. Glass High School, is projected to result in a decrease in the opportunity for participation in extracurricular activities that specifically impacts the Heritage High School demographic. As such, this option is deemed by the subcommittee as having the greatest negative impact on the Heritage High School community. Demographic data analyses of both schools illustrate the unique environment that Heritage High School has created with regard to providing opportunities for the widest range of students. Any attempt to combine student bodies with the E.C. Glass population would undermine that ability and negate the valuable role that extracurricular activities play for the average Heritage student.

Charges 1 and 3 were viewed by the subcommittee as being similarly limiting in that they do not do enough to address the shortcomings of the existing structure relative to all types of extracurricular activities. Thusly, they are not considered appropriate options.

Charges 5 and 6 were viewed by the subcommittee as being variations on the same theme, i.e., conceptually uniform in the way of preserving or decreasing the number of participation opportunities to the students at both high schools as Charges 2 and 4. They are discussed in depth in the Charge to the Subcommittees section in the report below.

Extracurricular Activities List – Heritage High School

For the purposes of our study extracurricular activities were broken down into three different groups: Athletics, Clubs and Activities and Performing Arts. These groupings are presented below and are not representative of the various iterations of all the activities but rather are indicative of the activities as a whole. For example, in many years there are multiple levels of participation for the Football program, i.e., 9th grade, JV and Varsity. This is true of several

sports but for our purposes were not broken down because those divisions can vary from year to year. Where it is important to note such distinctions, such as with coaching titles and use of facility space, they are properly noted.

Clubs/Activities

Scholastic bowl (ACE)
ACE
Forensics Team
SCA
Literary and Arts Magazine
Senior Class
YOVASO Club

Performing Arts

Choral Department
Pioneer Theatre
Marching Band/Band/Orchestra

Athletics

Girls Basketball
Boys Basketball
Volleyball
Marksmanship Team
Military Drill Team
Wrestling
Cheerleading
Step Team
Swim Team
Golf
Baseball
Softball
Football
Cross country
Track & field
Boys' Tennis
Girls Tennis
Boys Soccer
Girls' Soccer

Review of Extracurricular Activities at Heritage High School

Facilities Overview

A preliminary survey was sent to the coaches and staff of all extracurricular activities at Heritage High School as a means of developing a snapshot of the current state of all Heritage facilities. After an initial cleaning of the data and a regrouping of the activities into categories that used like facilities that initial survey provided the subcommittee with a roadmap for a more in-depth investigation as several themes immediately emerged.

The athletic fields and outdoor facilities at Heritage High School were uniformly described as being some of the best facilities in the city, in particular the upper “Turf Field” that is used by both the football and soccer teams and the baseball fields and their accompanying facilities. Areas that became important for more targeted inspection because of their deficiencies and frequent mention among coaches and staff are as follows:

Athletics

1. The need for an auxiliary gym
2. The need for increased/adequate athletics storage facilities

3. A general upgrade to the field house in terms of flooring, lighting, PA system, seating, concessions, ticketing
4. A safer weight room that is designed for the purpose of being a weight room.
5. The need for an holistic approach towards the placement of locker rooms/training rooms/weight rooms/coaches offices/ticket offices/concessions/athletic fields/storage facilities.

Performing Arts

1. The need for increased/adequate storage space for all Performing Arts
2. The need for a theater that is capable of accommodating modern theater productions, i.e., adequate “fly space”, dressing rooms, orchestra pit and seating
3. A band room and stage area that has adequate/safe access for the unloading and unloading of equipment and props
4. A band room that has modern recording capabilities and conveniently located practice facilities and offices
5. A band field that is big enough to stage full field productions

Clubs and Activities

1. The physical limitations of the school in general, i.e., narrow hallways, noisy classrooms, small classrooms and dispersed layout negatively impacts the ability for several clubs and groups to compete or host tournaments as well as limiting visibility and participation. The strengths and weaknesses of Heritage’s Clubs and Activities in this way mirror the strengths and weaknesses of the academic component of the school as a whole.

Detailed survey results that build on these initial impressions are provided in the section below.

Facility Survey Results by Activity

After analyzing the initial coach and staff survey and breaking down the activities into groupings that used the same facilities further analysis was conducted by the subcommittee under the following groupings: Indoor Sports, Outdoor Sports, Clubs/Activities and Performing Arts. Swimming and Golf do not compete nor practice on campus but for the sake of convenience were included in the Indoor Sports category because they do use the weight room and athletic training/conditioning facilities. The following list of Facility Use by Activity is further broken down into Sport, Boys and/or Girls, Facilities Used and an Analysis of the strengths and weaknesses of each facility in its current state.

The content below is largely taken from survey responses that were provided to coaches and sponsors combined with follow-up interviews and on-site investigations from members of our subcommittee. In some areas the responses have been reworded for clarity and/or brevity.

Indoor Sports - Boys & Girls

Facilities Used: Field House, Weight room

Basketball, Volleyball, Wrestling, Indoor Track

Analysis

The primary concern for these teams was a lack of adequate practice space and the need for an auxiliary gym. Having one gym puts the Heritage teams at a disadvantage relative to other schools. Multiple teams and sports using the gym at one time is very distracting and potentially dangerous. The teams rotate gym times and are sometimes forced to wait until very late for their practices to start. Because of this it is not uncommon for students to get home as late as 10 p.m. The students who do not have their own transportation and must rely on the activity bus for rides have no way of leaving and returning in order to get dinner when they have late practice. One coach stated that these children typically get their dinner from the vending machines in the Field House if they even eat at all.

Another concern is the need for upgraded locker rooms in closer proximity to the coaches' offices and a need for rooms large enough to hold team meetings and study halls. There is a strong desire that these rooms be equipped with technology to review game film as is common in many newer schools. They are appreciative of the new multi-purpose floor being installed, but expressed their interest in having a wooden floor for the basketball surface. This is not possible now due to the track team needing part of the basketball court for the high jump during indoor track meets. With an auxiliary gym, this event could be moved and a wooden floor could be installed. An auxiliary gym would also be helpful to the track team to spread the events out during a meet. The small area currently used creates a dangerous situation for both athletes and spectators. The space needs to be expanded for proper spectator seating. Seating for a track meet would allow the school to charge admission and all felt that these additional funds would be useful. The additional space of an auxiliary gym could also be used to expand the track into a regulation 200 meter indoor track similar to Liberty University and VES. This is a specific request from the principal at E.C. Glass as they regularly host meets using the HHS indoor track.

The gym area is also in need of air conditioning. Volleyball begins practice in early August and the heat is unbearable and unsafe at times. Even though basketball, wrestling, and track are winter sports, it is used year round for basketball practice. It is also used for spring league basketball and for summer camps. It should also be noted that the gym is used for several other non-athletic events like graduation where air conditioning is also needed. It is the only high school gym in central Virginia without air conditioning.

Another request was for the Field House lighting to be replaced. Visiting teams commonly complain about the poor lighting from the old/inadequate fixtures. The current lights over the basketball court regularly go out and typically take months to get fixed because of the difficulty of obtaining parts for such old fixtures.

All teams are also short on storage space for equipment. Currently multiple sports share their storage spaces which makes it difficult to access and curate equipment during each team's off-season.

Also needed is a new/modern sound system and an officials/referee locker room. Currently officials and referees are required to use coaches' offices, a situation the coaches do not like as it creates a security issue they have little control over. Also, officials themselves are in need of showers and lockers to secure their own personal items during competition.

Marksmanship/Drill Team - Co-ed

Facilities Used: Classroom, Marksmanship Range, Field House/Cafeteria/Outside Patio for Drill, Armory, Storage Area, Office, Classroom

Analysis

The Heritage Marine JROTC is one of the oldest programs in the country and they have a team that competes at the state and national level. They are one of the school's most successful programs and this year they finished second in the state. They were recognized as one of the top programs in the nation in 2010. When the program was started, there were few specifications for space. It is now recommended that a 50'x 50' space be dedicated for an indoor marksmanship range. The Heritage JROTC program has over twenty on their current team and the current range, which is 20'x35' does not allow for students to get daily practice. The result has been students dropping from the team because they cannot be actively involved on a daily basis. The armory in which they keep their rifles and supplies is very small. It was originally an elevator closet. They are in need of a 12'x12' area for rifle supplies.

The drill team practices in the gym, cafeteria, and outside; all of which present challenges. The gym is usually being utilized by either gym classes during the day or athletic teams after school. Although the cafeteria provides an adequate space, it requires significant time and effort to break down the tables and over 500 seats in order to make room for practice. The team is in need of a 60'x90' drill space, which is consistent with the required size for competition.

The JROTC programs do not have access to locker rooms. As a result, the students frequently change into uniforms in the bathrooms and have nowhere to secure their items. A larger storage area for uniforms and supplies is also needed, with a recommended size of 30 square feet.

The program is also in need of an additional classroom. Although the program has two instructors, there is only one classroom currently available to the program. Some classes are meeting in the cafeteria because of their size as the program has grown from 60 students to over 100 in the past four years.

None of the areas used by JROTC are in close proximity to one another. This creates a significant challenge for the supervision of students.

Athletic Trainer/Strength & Conditioning - Co-ed

Facilities Used: Weight Room, Training Rooms

Analysis

Heritage offers several weightlifting PE classes during the day, primarily for athletes. This area is also used after school on a daily basis by all athletic programs. The current weight room has many challenges because it was never designed to be a weight room. It is not on the ground level and the concrete is crumbling under the mats. The current location is disruptive to classes above and beside the weight room. The room shakes constantly during class workouts and may even be responsible for cracks in the floors of adjacent classrooms. It has unused mechanical equipment hanging from the ceiling which takes needed space and poses significant safety concerns.

The weight room needs its own male and female locker rooms that are of adequate size. It is not uncommon for thefts to occur in the current changing room due to a lack of lockers. Each theft requires administrative time to perform an investigation. The weight room also does not have proper restrooms for the larger classes.

The equipment is outdated and the use of the current equipment raises safety concerns. More than one coach noted that over half the barbells are bent.

Sponsors and coaches of many of the girls' teams noted that the weight room layout and equipment is not useful to many of their athletes as it is primarily designed for the use of much larger men. To truly serve all of the athletes at Heritage the weight room should have styles and types of equipment geared to the development of female athletes as well. Additional space and storage for athletic training is needed. The lack of storage also contributes to the theft in this area.

Both the weight room and athletic training rooms are used year-round and access during the time school is closed is a serious issue. Ideally both the weight room and training rooms would have access independent of the main school entrance to make them more available to athletes and coaches during weekends and holidays.

Several coaches suggested that the facility be structured so that staff members could also take advantage. A facility properly sized and located could not only be utilized by Heritage staff but also possibly district wide to promote healthy habits. It was noted that it is not uncommon for similarly sized organizations to offer such amenities.

Cheerleading/Step Team - Co-ed

Facilities Used: Gym, Cheer Room, Track, City Stadium

Analysis

The space currently used for practice is a former outside storage area at the front of the building where a divider wall was built and a gas heater and gymnastics mat were installed. There is no storage space in this room. Their locker room and cheerleading office are located in a separate storage space. The room is also used by other teams as a conditioning area.

During the summer and early fall they relocate to the cafeteria on the opposite side of the building to avoid the extreme heat because the space is not air-conditioned. They are in need of an area that is much larger with high ceilings so they can safely practice their tumbling and aerials. Ideally it should include a locker room with securable lockers and an adequate storage area for supplies.

Swim Team - Boys/Girls

Facilities Used: Jamerson YMCA, Downtown YMCA

Analysis

The swim team is currently limited to 3 lanes at the YMCA and only has 50 minutes to practice. This is generally considered inadequate to field a competitive swim team. The YMCA has not been flexible in allowing more lanes and time due to the demand for the pool by their members during the peak hours after work. Heritage is also at a disadvantage due to a lack of affordable public or private pools and youth swim teams in their attendance zone.

More than one person recommended a pool facility that could be utilized by all of Lynchburg City Schools' as E.C. Glass has the same difficulty in obtaining time and lanes from the YMCA. Such a facility could also be used for other city programs such as both schools' ROTC programs, elementary swim lessons, the EMT program, and training for the Lynchburg fire and police departments.

Golf - Co-ed

Facilities Used: London Downs Golf Course

Analysis

The London Downs golf course is one of the finest public courses in the Lynchburg area and the coach feels fortunate to have access to this facility. However, an indoor practice area is needed as players have to be transported daily to the golf course. A large area is not required for this but it is currently unavailable due to space constraints at Heritage.

Athletic Director's Office

The current athletic director's office is not in the area of the building where most of the athletic facilities and coaches offices are located. Because of a need for additional storage space it was moved to the front of the building several years ago. This is the exact opposite end of the building relative to the Field House which presents communication challenges for the athletic director and coaching staff as well as creating a barrier to the regular evaluation of programs.

Outdoor Sports - Boys

Facilities Used: Turf Field, Grass Practice Field, Locker Rooms, Weight Rooms, Athletic Training Room, City Stadium
Football

Analysis

One of the biggest assets for athletics at Heritage High School is the turf field. Everyone associated with Heritage repeatedly expressed a desire to conduct their home football games on the turf field as opposed to the current location at City Stadium. To do that proper seating and concession and restroom areas would have to be installed. Revenues from game attendance and the avoidance of costs associated with transporting equipment and players to and from city stadium would help to offset the expense.

Storage for football is a primary concern as it is for many of the other sports. Currently the football team has equipment stored adjacent to the field house, in a storage area on the upper practice field and in coaches' offices. All of these areas are very far apart from one another and require a significant amount of planning and logistics to have everything where it should be for the players for both practices and games.

The grass practice field and locker areas are adequate for practice and participation but as with many other sports, the location of each facility relative to another (locker rooms, storage areas, coaches' offices, practice areas, weight room) subtracts valuable time from the actual coaching and playing of the sport.

Outdoor Sports - Boys

Facilities Used: Playing Field, Pitcher Warm-Up Area, Batting Cages, Scoreboard, Bleachers, Coaches Office, Locker Room
Baseball

Analysis

Playing Field: The baseball infield is in wonderful shape, with only one small drainage problem around first base. The outfield is smooth, with even coverage of grass.



The backstop and perimeter fencing are satisfactory with no holes or gaps. There is enough room between the playing field and the fence that protective covering is not required. A warning track is located along the foul lines to help players gauge distance. There is a net above the right-center to right field fence to protect traffic on Wards Ferry Road from homerun balls. This net could be extended

towards center field to further prevent cars from being hit.

The dugouts are structurally sound and are sized appropriately to fit players, each player's equipment, and the team's equipment. Coaches have requested a second field that could be used for concurrent practices and/or games.



Pitcher Warm-Up Areas: There is adequate room for pitchers to warm-up, located on the outfield side of the home dugout. Three pitchers can warm-up simultaneously without concerns of errant pitches or throws hitting other pitchers.

Batting Cages: The baseball team has two long batting cages located at the baseball field that are large enough and open to be used as batting cages, pitching cages, etc. The team also has access to an indoor cage in a high-ceilinged room behind the fourth floor offices for the athletic director. This cage is utilized during inclement weather, but the lighting is poor. The coaches have requested a nonporous cover for the outside batting cages rather than use the indoor ones.



Bleachers: Two standard-sized bleachers are located behind home plate for spectators. There are also "homemade" bleachers located on the hill near the soccer field. The bleachers are in good condition.

Scoreboard: Scoreboard works well and effectively. It does not need to be modified or replaced.

Coach's Office: The baseball coach has requested an office with internet capabilities.

Locker Room and Storage Area: The locker room utilized by the baseball team leaks. Player's uniforms and personal belongings have been ruined by rain, and players have also slipped when the floor was wet (one student broke his tailbone).

The baseball team has several storage areas, including a large building at the baseball field. The equipment used for field upkeep (dragging equipment, bases, etc.) for both baseball and softball is also kept in this building.

Outdoor Sports - Girls

Facilities Used: Playing Field, Pitcher Warm-Up Areas, Bleachers, Scoreboard, Coach's Office, Locker Areas

Softball

Analysis:

Playing Field: The softball infield is in good shape, with minimal rocks, smooth playing areas, and a very slight lip going to the outfield. However, the outfield is incredibly bumpy with patches of missing grass. The grass clumps pose safety risks with line drives hitting and moving uncharacteristically and also for players running in the outfield.

However, the main problem with the field can be attributed to drainage. An inspection of the fields on a Tuesday afternoon following approximately ½ inch of rain Monday night and early Tuesday morning made it clear that the field was unusable for at least another day. There were puddles located at each of the bases, the on-deck areas, and throughout the outfield, making the field unsafe for players. The spectator areas were also extremely wet, along with the areas along the outfield lines. The coaches and student athletes have also remarked that the field is unusable after a rainfall due to wide, deep puddles in both the infield and outfield. (Comparatively, the baseball field only had two small puddles of insignificant depth around first base after the same rainfall.) Both the infield and the outfield are in need of a drainage system to make the facility properly usable.

The backstop and perimeter fencing are satisfactory with no holes or gaps. The perimeter fences are topped with safety cushions that are also in good shape.

The dugouts are structurally sound but are too small to fit all the players on the team, each player's equipment, and the team's equipment. Players often keep their equipment outside of the dugout.

Pitcher Warm-Up Areas: The pitcher warm-up areas are squeezed between the home dugout and the perimeter facility fence. The distance from rubber to home plate is forty feet and an additional three feet is normally needed behind the plate for the catcher. Although the length is adequate, there is not enough space between

pitchers to warm-up safely. The rubbers should have an additional three to four feet to give enough space. Also, if players or spectators from the visiting team come around the press box without care, there is a possibility of being hit. This pathway is the shorter and quicker way to facility restrooms and concessions and is used often. Since the pitcher warm-up area is in a high-traffic zone and does not have proper maintenance the area is unusable after rain.

Bleachers: Both home and visiting sides have one set of standard bleachers and one smaller set of bleachers. The bleachers on the home side are extremely close to the boundary fence with approximately 18 inches of clearance. However, due to the location and layout of the softball field, there is no more room on the sidelines for the bleachers. What is generally observed is that spectators fill about 75% of the bleacher space.

Scoreboard: The scoreboard works but is old. A replacement scoreboard, although not necessary, could offer sponsorship opportunities from local businesses.

Coach's Office: Currently there is not a coach's office for softball.

Locker Room and Storage Area: The softball team does not have a designated locker room, and the students usually change in school or concession restrooms. The team has used the soccer locker room in past seasons. While the soccer locker rooms are closer to the softball facility, there is no room to store students' bat bags or large equipment. The softball coach listed problems with spiders and insects while using the soccer locker room.

The softball team also does not have a storage area for students' bags during the school day. Students have left their bags in the sponsor's classroom when in season, but there is far from enough room to hold at least 20 students' bat bags. A large storage area or locker room that could hold the equipment, bat bags, and daytime school clothes and materials would alleviate a lot of movement and shuffling of gear. Under current conditions and field location, there is not enough room to place a locker room or storage area at the field without moving and/or rebuilding other parts of the facility.

Outdoor Sports - Co-Ed

Facilities Used: Band Practice Field, Track, Football Field, Parking Lots

Cross Country

Analysis:

Heritage High School does not provide a trail for the Cross Country team within the school premises. Cross Country currently runs on the band practice field, the track, and the football field. Students have also run in parking lots and athletic fields, often running across practice areas for other activities. The cross-country team needs an unpaved trail that has flat components and areas that change in elevation, both up

and down. This trail should ideally have both wooded and open spaces and not cross or interfere with other sports or band. In order to host races, a 3.1-mile length of trail is required, ideally in a single loop. Preferably, the cross-country trail would follow the perimeter of the Heritage High School property, but many of the athletic fields (football/soccer, baseball, and softball) all lay on the periphery of the school. If any change were to occur to the current layout or location of Heritage then a natural trail around the school would be perfect for cross-country and if easily accessible this area could also be used for a number of other classes and activities.

Outdoor Sports – Boys & Girls

Facilities Used: Turf and Grass Field, Indoor Storage Area, Locker Rms, Weight Room
Soccer

Analysis

The turf field is a valuable asset to both the girl's and boy's teams but a major sticking point comes with regard to scheduling and use of the turf field vs. the grass field. There are simply too many teams competing for space at one time. The grass field, while used regularly by both the boy's and girl's teams has several issues. It is not long enough and is awkwardly shaped making many drills during practice difficult. There is competition between teams for access and the grass is currently in such bad shape that there is always the danger of injury from a player tripping and falling.

Because of facilities placement with the grass field, the turf field and the storage areas so far away from each other a significant amount of time is spent moving equipment from one location to another. At the turf field there is a dressing room space for the Heritage team only but not for visiting teams. The dressing room provides inadequate space for the number of student-athletes that rely on this area. There is a need for a storage area that is of both adequate size and convenient location as well as locker/dressing areas at both fields where items can be properly secured.

Currently there is no space that has been made available as a team meeting room. The only spaces large enough to regularly meet as a complete team are the playing fields themselves.

Outdoor Sports – Boys & Girls

Facilities Used: Tennis Courts, Locker Rooms, Tennis Court Storage Shed
Tennis

Analysis

The primary concern of both tennis teams is the tennis courts themselves. There are six tennis courts that are in chronic disrepair. The courts are in need of new nets and many of the gates surrounding the tennis courts do not properly shut. The storage

shed near the tennis courts is adequate to satisfy team needs and the bathrooms/locker rooms located in the field house are acceptable as both teams are relatively small. As mentioned with many of the other sports there is a great desire for a weight room that is more conveniently located, with equipment that is suitable for the girls as well as boys, and a facility that can be more readily accessed on the weekends or during non-school hours.

Clubs/Activities - Co-Ed

Facilities Used: Classrooms, Cafeteria, Auditorium, Field House

Analysis

Information was gathered for the following groups: ACE (includes scholastic bowl), SCA (includes Senior Council), Forensics, Literary Magazine and YOVASO. Each group had the same issues, concerns and needs:

- Bigger classrooms for competitions.
- Inconvenient classroom arrangement: too many floors, too spread out, distance too great from competition areas to elevator.
- Properly climate controlled rooms.
- Bigger lecture hall that would accommodate competitions.
- Modern sound system in auditorium and field house.
- Storage Space: this was the biggest concern of all of these groups. Items are stored all over the building wherever there is extra space. There is no centrally located area or office dedicated to Clubs and Activities.
- Forensics in particular, noted that because of the unreliability of the elevator and the distance between classrooms and the one large common space (currently the cafeteria), Heritage no longer sponsors forensics tournaments. E C Glass now hosts all of the meets for the Southwest Virginia Forensics League.

Performing Arts: Band & Orchestra - Co-Ed

Facilities Used: Band Room, Practice Rooms, Offices, Hallway, Cafeteria, Band Practice Field, Storage, Auditorium (Auditorium consists of stage, house, workshop, box office, lighting booth, props loft, dressing rooms, director's office)

Analysis

The band room and storage facilities need to be significantly larger. Also, the band practice field is smaller than a football field which makes it impossible to stage properly sized marching band shows. The auditorium could be slightly larger and have upgraded seating (the current seats are squeaky and a distraction during performances.) An Orchestra Pit Lift would alleviate the significant time, effort and cost involved to regularly remove the apron of the stage for musical theater performances. Currently there is no dedicated space to store music and other incidentals essential to the band and orchestra. Ideally there would be a music library that band, orchestra and chorus could use (along with a cultural arts

secretary to keep it organized and perform other functions related to all of the extra-curricular activities in which the cultural arts department is involved.) The current band and orchestra offices are too small and need to be large enough for meetings of up to 4 people.

Heritage currently does not have a rehearsal space with separate areas to allow simultaneous rehearsals for the various musical performing arts groups (band, orchestra, chorus).

Heritage currently has 8 practice rooms for the musical programs: one large enough to accommodate 6, including instruments, and with recording capability and equipment; one large enough for 4 including instruments; and six that are large enough for 2 including instruments. However because of the shortage of storage space and the need for band and orchestra to share these facilities this number is not adequate for their regular needs.

A basic need for the music program which is currently unavailable at Heritage is the ability to record in the classroom and the ability to make CDs for practice. A piano lab with keyboards would be beneficial to the program. Sound shells for concerts are necessary for quality sound in the auditorium. In general, all regular classroom technology (e.g. smart boards, etc.) has been identified as essential to extra-curricular activities. The lack of storage space is a significant issue and poses unrealistic hardships at every level.

Mr. Hand, Band Director at Heritage, noted the following essentials in the organization of a modern band room/facility:

1. Innovative/modern band room per the Wenger Company. This band room would have storage lockers, acoustic pads on the walls, padded musician chairs, sound system, rough neck music stands, etc.
2. Up to date musical software. Software such as Pyware, Finale, Sibelius, etc. There aren't any opportunities to our classroom as we do not have the most current applications.
3. Smart Board/Internet capabilities.
4. Storage space. The current space is not big enough for our inventory.
5. A double door for equipment to be easily taken in and out of the band room.
6. Larger office spaces.
7. Practice facility for marching band that is large enough and still close enough to the band room for equipment transporting. Current field is not a full football field in size.
8. Director's tower on marching band field. Current one is "patched" and over twenty years old.
9. Music library/storage
10. Money for more music.

Performing Arts: Chorus - Co-Ed

Facilities Used: Chorus Room, Auditorium (Auditorium consists of stage, house, workshop, box office, lighting booth, props loft, dressing rooms, director's office), Costume storage, Office, Practice rooms, Cafeteria

Analysis

Chorus room should be larger, have permanent risers and be acoustically engineered for peak performance by the chorus. Auditorium is outdated and the chorus would benefit from updating the auditorium and all of its parts. It would be useful in that the chorus would have the option of using the entire stage, or the part of the stage left after removal of the pit area.

Chorus Office should be large enough to accommodate music and whatever incidentals the chorus teacher needs, including meeting space (see band notes regarding a music library).

Ability to video practice sessions so students can see the areas in which they need to improve. Keyboards for piano lessons, headphones for practice, smart board, and technology to burn CDs should be basic as well as sound recording equipment and space.

The classroom should have permanent elevated steps or risers for the students, and portable risers could be stored in the extra storage space in the auditorium, along with the baby grand piano, for performances.

A large enough storage area for pianos, costumes and music is needed as well as a regular console piano/keyboard for the classroom and a practice/mobile keyboard/piano for performances.

Acoustics could be engineered properly – i.e. the whole room. Mirrors are still necessary for choreography, but they need to be able to be covered. Wood floors designed for proper dancing would be helpful since we have a show choir as well.

Performing Arts: Pioneer Theater - Co-Ed

Facilities Used: Auditorium (Auditorium consists of stage, house, workshop, box office, lighting booth, props loft, dressing rooms, director's office), Costume Storage, Cafeteria, Band Room, Hallway, Practice Rooms, Chorus Room, Band Storage area

Analysis

Auditorium could be slightly larger though the current director is actually very comfortable with the size. The dressing rooms are too small, are not private, and need better mirrors and greater access to water – currently there is only one restroom in each dressing room and the toilets cannot be flushed during a performance. A Green Room with a usable restroom should be mandatory.

The lighting booth should not be open to the house, and should be large enough to hold sound and spots as well as a light board). The sound equipment should be able to accommodate chorus concerts and straight plays and there should be a supply of different types of microphones. The box office should be large enough for at least two people to maneuver and accommodate a proper will call section.

The Workshop should be large enough to house necessary tools, equipment and supplies safely and securely. The Loading Dock should be close to the workshop and backstage area.

There needs to be fly space in the auditorium.

The current curtain is in need of replacement and in no way reflects the quality of the productions. The Director's office should be large enough to accommodate the director's scripts/lesson plans, provide for an adequate meeting space, and provide room for expansion to potentially include a second faculty member.

The costume storage/workroom should be large enough to house a sewing area in addition to the costumes and wigs. There should be a place to house makeup securely; preferably a cabinet that locks. The props loft and storage needs to be larger and able to be organized with shelves.

Accommodations for video equipment are necessary so competitions and other pieces can be taped for students to watch and reflect on their performance. A separate black box theatre or other performance area would allow for more intimate audiences for some productions.

A cat walk is a necessity for proper lighting.

A lack of storage space means all sets and set pieces must be disassembled and usually discarded rather than stored which has cost the theater department thousands of dollars in lumber and hardware over the years.

Comparison of Travel Expenses for Seminole District vs. Western Valley District

In order to address one of the concerns with respect to the consolidation of high schools (Charge #4 to the Subcommittees), an evaluation of the impact to transportation costs of athletic teams is presented. A consolidated high school would necessarily compete in the larger Western Valley District. Compared to current transportation costs to schools within the Seminole District travel to more distant schools within the Western Valley District would result in a marked increase in travel time. However, while the cost for district game travel will increase between Seminole District travel and Western Valley District travel because of

the increase in distance the resulting numbers are not a marked increase to the division because there would only be one high school requiring transportation. In essence, two high schools traveling to nearby schools for the purpose of competition have roughly the same fixed costs as one high school traveling much further for the same purpose.

The current transportation cost range for travel to and from Seminole District games for two high schools is between \$11,177.76 - \$16,395.72. The cost for transportation to and from Western Valley District games using the same transportation structure currently used for Seminole District travel (bus pairings, time spent for warm-ups, games, etc.) is projected to be in the range of \$10,574.52 - \$14,943.06. While the transportation costs for combined school athletic events is roughly the same as having two smaller schools better arguments against inclusion in the Western Valley District can be found in a comprehensive understanding of how high schools schedule their non-district games and the necessary loss of athletic opportunity for the student population. Those factors combined with a burdensome increase in travel time for the student athlete are discussed in detail in section #4 of the Charge to the Subcommittees. What follows here is an explanation of how these conclusions were derived.

Distance and Approximate Travel Time to Seminole District (SD) Schools

- Average Round Trip Mileage: 26 miles.
- Average Round Trip Travel Time: 41 minutes.
- Each sporting event averages 2 hours, with approximately 1 hour for warm-ups. Total sporting even time: 5 hours.
- E.C. Glass High School was not included because there is either zero or insignificant travel time or competition with Glass in each scenario.
 - Amherst High School, Amherst: 14 miles, 25 minutes (Round trip 28 miles, 50 minutes).
 - Brookville High School, Lynchburg: 6 miles, 12 minutes (Round trip 12 miles, 24 minutes).
 - Jefferson Forest High School, Forest: 10 miles, 15 minutes (Round trip 20 miles, 30 minutes).
 - Liberty High School, Bedford: 23 miles, 30 minutes (Round trip 46 miles, 1 hour).
 - Rustburg High School, Rustburg: 12 miles, 20 minutes (Round trip 24 miles, 40 minutes).

Use of Bus Costs

Bus Drivers: Bus drivers are paid an average of \$12.66/hr, with overtime average of \$19.00/hr. We do not know at what point drivers are paid overtime. Each SD away game, buses are used for an average of 41 minutes for travel and 5 hours for the sporting event, for a total of 5 hours & 45 minutes. At \$12.66/hr, one driver will be paid \$72.80 per sporting event. At \$19.00/hr, one driver will be paid \$109.25.

Drive cost range: \$72.80 - \$109.25

Gasoline

There are numerous variable costs associated with transportation; gasoline is one of them. Others are maintenance and upkeep of the bus itself but for the sake of our investigation those other variable costs were not explored.

Per information from Mr. Jason Ferguson (Supervisor of Transportation), Lynchburg City Schools uses bid contracts for its fuel consumption. LCS has paid \$3.42/gal as a high price, \$3.25/gal as a current price, and \$2.70/gal as an average price. Using a miles per gallon average of 5 for the 26mile round trip at the current average price, gas costs \$14.04 At the high price of \$3.42/gal, the average round trip costs \$17.78. Gasoline cost range: \$14.04 - \$17.78. Total usage cost range for driver and gas: \$86.84 - \$127.03

Schedule

Most of the teams that compete in non-match sports (i.e. basketball, lacrosse, softball, soccer, etc.) play 6 district away games. Junior Varsity and Varsity usually have the same schedule. If there is not a JV team, then the girl's team and the boy's team have the same schedule. Each of these pairs is considered to share a travel bus. Take the total usage cost range and adjust for a six game schedule. Range: \$508.08 - \$745.26

Travel Bus Pairs

JV & Varsity Baseball	JV & Varsity Boy's Basketball
JV & Varsity Girl's Basketball	Basketball Cheerleaders
Golf	JV & Varsity Boy's Soccer
JV & Varsity Girl's Soccer	JV & Varsity Softball
Boy's & Girl's Tennis	Indoor Track
JV & Varsity Volleyball	

**The approximate cost for Seminole District games is approximately \$5,588.88 - \$8,197.86.*

Distance and Approximate Travel Time to Western Valley District (WVD) Schools

- Average Round Trip Mileage: 115 miles
- Average Round Trip Travel Time: 2 hours & 45 minutes
- Each sporting event averages 2 hours, with approximately 1 hour for warm-ups. (Total sporting event time: 5 hours)
 - Franklin County High School, Rocky Mount: 59 miles, 1 hour & 20 minutes (Round trip 118 miles, 2 hours & 40 minutes)
 - George Washington High School, Danville: 58 miles, 1 hour & 30 minutes (Round trip 116 miles, 3 hours)
 - Halifax County High School, South Boston: 57 miles, 1 hour & 30 minutes (Round trip 114 miles, 3 hours)
 - Patrick Henry High School, Roanoke: 57 miles, 1 hour & 15 minutes (Round trip 114 miles, 2 hours & 30 minutes)
 - William Fleming High School, Roanoke: 57 miles, 1 hour & 20 minutes (Round trip 114 miles, 2 hours & 20 minutes)

Use of Bus Costs

Bus Drivers: Bus drivers are paid an average of \$12.66/hr, with overtime average of \$19.00/hr. We do not know at what point drivers are paid overtime. Each WVD away game, buses are used for an average of 2 hours & 45 minutes for travel and 5 hours for the sporting event, for a total of 7 hours & 45 minutes. At \$12.66/hr, one driver will be paid \$98.12 per sporting event. At \$19.00/hr, one driver will be paid \$147.75. Drive cost range: \$98.12 - \$147.75.

Gasoline

Again, we acknowledge that there are numerous variable costs associated with transportation and that gasoline is just one of them. Others are maintenance and upkeep of the bus itself but for the sake of our investigation those other variable costs were not explored.

Per information from Mr. Jason Ferguson (Supervisor of Transportation), Lynchburg City Schools uses bid contracts for its fuel consumption. LCS has paid \$3.42/gal as a high price, \$3.25/gal as a current price, and \$2.70/gal as an average price. Using a miles per gallon average of 5 for the 115 mile round trip at the current average price, gas costs \$62.10. At the high price of \$3.42/gal, the average round trip costs \$78.66. Gasoline cost range: \$62.10 – \$78.66. Total usage cost range for driver and gas: \$160.22 – \$226.41.

Schedule

Most of the teams that compete in non-match sports (i.e. basketball, lacrosse, softball, soccer, etc.) play 6 district away games. Junior Varsity and Varsity usually have the same schedule. If there is not a JV team, then the girl's team and the boy's team have the same schedule. Each of these pairs is considered a travel bus. Take the total usage cost range and adjust for a six game schedule. Range: \$961.32 – \$1358.46.

Travel Bus Pairs

JV & Varsity Baseball	JV & Varsity Boy's Basketball
JV & Varsity Girl's Basketball	Basketball Cheerleaders
Golf	JV & Varsity Boy's Soccer
JV & Varsity Girl's Soccer	JV & Varsity Softball
Boy's & Girl's Tennis	Indoor Track
JV & Varsity Volleyball	

JV & Varsity football follow a four-game away schedule, with two games currently playing WVD (non-district games) and two Seminole District games. These teams (football, band, and football cheerleaders) would not see a change in travel expenses.

Virginia Episcopal School is the only local school (within 30 miles) that plays lacrosse, so a change to the WVD would not increase travel expenses.

The away schedule for wrestling is approximately half the away matches local (Jefferson Forest, Liberty, and Amherst) and half at above noted mileages (Hidden Valley in Roanoke, Franklin County, and Christiansburg). Wrestling also attended a match in Staunton River High School. Wrestling would not see a noticeable increase in travel expenses.

The away schedule for cross country is similar to wrestling's schedule in the fact that more than half the away meets were WVD distances. Cross country attended matches at Brookville twice, Staunton River, Salem, Roanoke twice, Radford, and Bridgewater. Cross country would not see a noticeable increase in travel expenses.

Swimming only attended one away match at Sweet Briar College and hosted 7 regular season matches at the Jamerson YMCA. Traveling schools included Patrick Henry, Lord Botetourt, William Fleming, Franklin County, Western Albemarle, and local schools. Swimming is not being included in the travel bus count due to the lack of schools that can host matches, and the schedule will probably not be affected.

Golf attended six local away matches and four matches at Halifax County, Patrick Henry, Albemarle, and Lord Botetourt high schools. Golf has been included in the travel bus pairs to give a highest cost scenario.

**If Glass High School and Heritage High School were combined the approximate cost for district games would be approximately \$10,574.52 - \$14,943.06.*

Demographics

To best assess the principle stakeholders most impacted by any decisions made by the task force an in-depth demographic study was conducted of the student participants of all extracurricular activities at Heritage High School and their counterparts at E.C. Glass High School. This was done at two levels: first, a racial breakdown of the participants in each of the three previously identified components, Athletics, Performing Arts and Clubs/Activities and second, a breakdown of the athletic participants receiving free/reduced lunch relative to the overall student body receiving free/reduced lunch. The aim of this demographic study is to provide the subcommittee with a snapshot of those students using the facilities currently under discussion. By comparing the Heritage student participation data with the E.C. Glass student participation data the subcommittee is better able to evaluate the impact that any potential combining of student bodies would have relative to #4 in the Charge to the Subcommittees on the extracurricular activities participants at each high school.

Method

For Racial Data

Information requests were sent out to the sponsors/coaches at each of the high schools who in turn provided the subcommittee with a roster of participants divided into racial categories. E.C. Glass High school has several extracurricular activities that Heritage High School does not have so for the sake of creating an accurate base level for comparison the only racial data provided here for E.C. Glass High School are for activities that also exist at Heritage High School. Central Office support staff provided the subcommittee with total student body racial data for each high school for the purpose of comparison with each of the athletic teams.

For Free/Reduced Lunch Data

Participation in the free/reduced lunch program is a commonly used socio-economic indicator within the school system and is used here for the purpose of highlighting the impact of extracurricular activities on a key subset of our student population. With the assistance of the athletic directors at each high school and Central Office support staff a report enumerating the overall free/reduced lunch recipients at each high school as well as the student athletes receiving free/reduced lunch at each high school is generated. A comparison of athletics participation by free/reduced lunch participants at each of the high schools is presented.

Analysis

Throughout the process we heard anecdotally that the look of the extracurricular activities at Heritage High School by and large mirror the look of the student body as a whole. Our study of the composition of each of the athletic teams as well as all of the Performing Arts and Clubs and Activities showed that this is indeed the case, both racially and with regard to recipients of free/reduced lunch.

Figure 1 shows the overall percentage of students at both high schools receiving free/reduced lunch and the percentage of athletes receiving free/reduced lunch. The numbers are 50% and 48% respectively, for Heritage High School.

Comparatively, the same numbers for E.C. Glass are 45% and 26%. Figure 2 shows the racial distribution at both high schools for the 2010-2011 academic year. Figure 3 shows the racial comparison between the student body at Heritage High School as compared with Heritage High School athletes. Figure 4 shows the racial comparison between the student body at E.C. Glass High School and E.C. Glass athletes. The E.C. Glass data is only representative of the sports that have a Heritage counterpart and as such does not include lacrosse and competition cheerleading as Heritage does not have those activities. Golf is included in both the Heritage and E.C. Glass sports counts even though as of this writing Heritage is not scheduled to have a Golf team for the academic year 2011-2012.

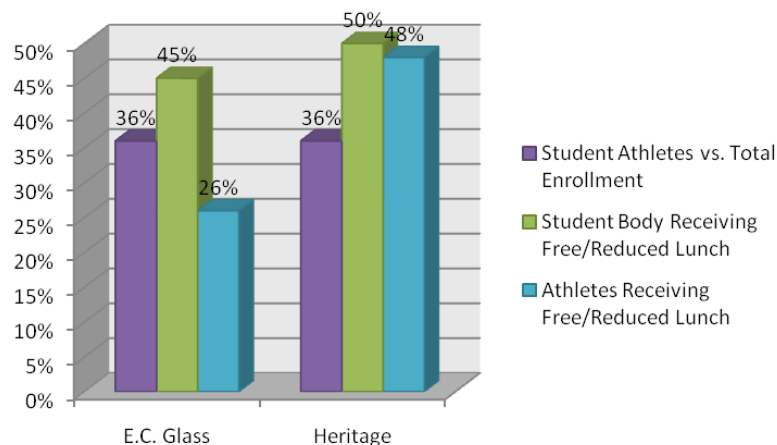


Figure 1 - Free/Reduced Lunch Recipients - Percentage of Student Body vs. Percentage of Athletes

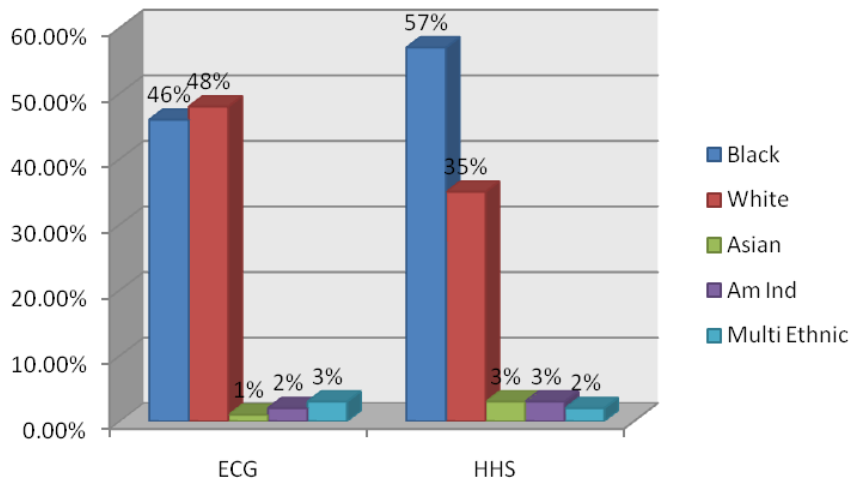


Figure 2 – Overall Racial Distribution Heritage and E.C. Glass High Schools

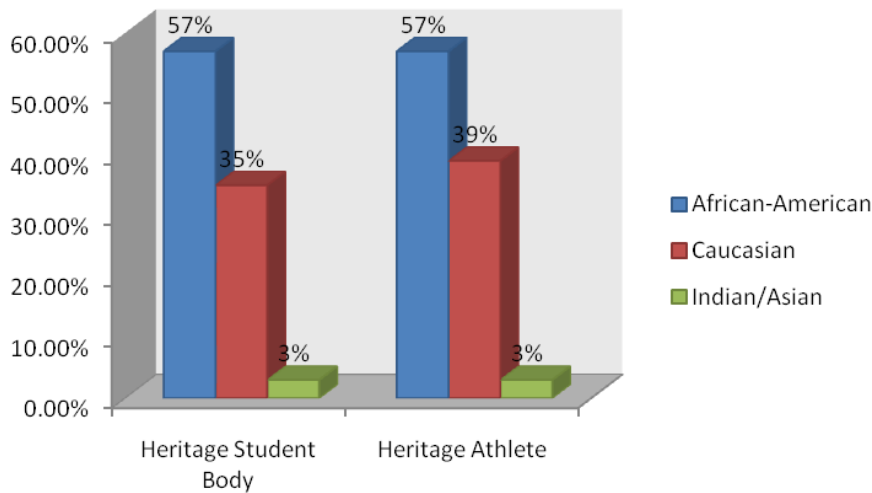


Figure 3 – Racial Comparison between the Heritage Student Body and the Heritage Athlete

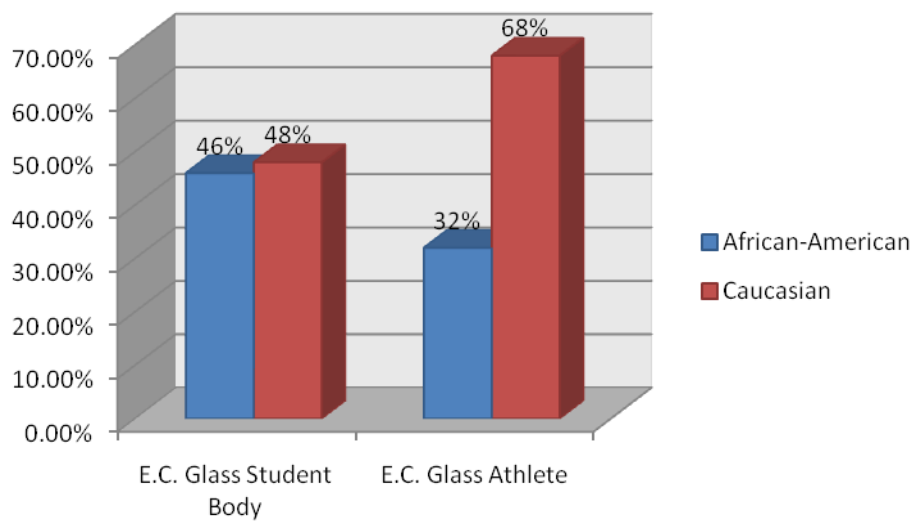


Figure 4 – Racial Comparison between the E.C. Glass Student Body and the E.C. Glass

Athletes

A review of these figures reveals a uniquely balanced environment at Heritage High School where opportunities for extracurricular athletics are provided for a diverse and representative group of student-athletes. The observation that participants of extracurricular activities at Heritage High School are representative of the student body as a whole is not limited to athletics. This is also true of most of the Performing Arts and Clubs and Activities.

Figures 5 through 9 show the racial breakdown for all of Heritage High School's principal Performing Arts and Clubs and Activities.

Heritage Theater

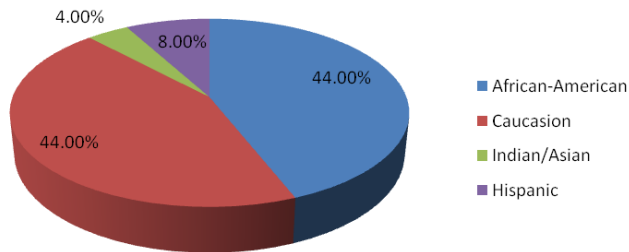


Figure 5

Heritage Band

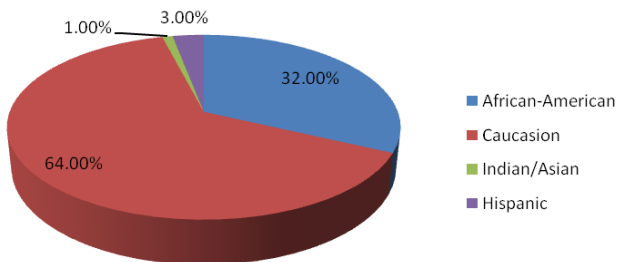


Figure 6

Heritage Forensics

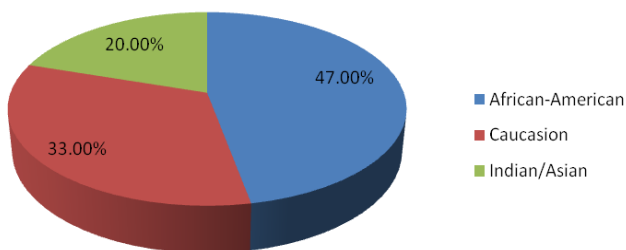


Figure 7

Heritage SCA

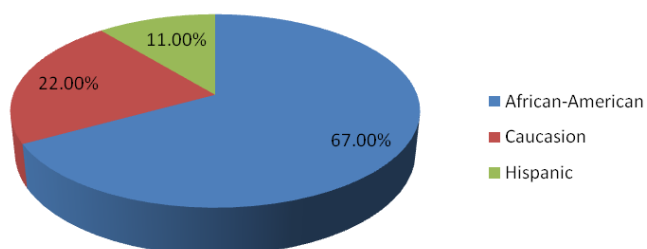


Figure 8

Heritage Lit. Mag

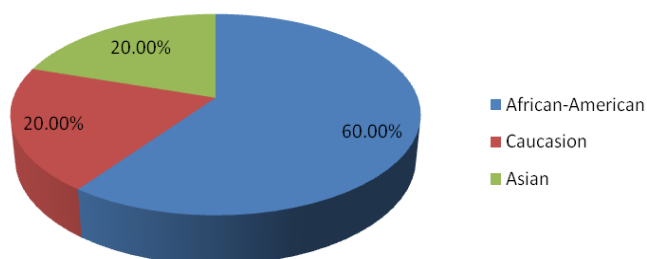


Figure 9

Heritage High School has done a comprehensive job of providing opportunity for the widest range of their student body. Their athletic teams, performing arts groups, and academic groups are indicative of the typical Heritage student. The importance of understanding this demographic data in these terms is critical when considering #4 in the Charge to the subcommittees. An immediate result of any attempt to combine the student populations at both high schools would be to reduce the number of opportunities for extracurricular participation by nearly half for the Lynchburg City high school student. When taken in context with the demographic data presented here, however, it becomes obvious that the stakes are much more critical than a simple lessening of opportunities for involvement. At Heritage, participation opportunities are universally extended to and embraced by, in statistically significant numbers, students of all racial and socio-economic background. In this way, Heritage High School provides a unique high school environment in the city of Lynchburg. This unique environment, and the opportunities that it provides, would be compromised under a consolidated city high school. (Please see the Supporting Documents section of this report for all charts and graphs generated during the Extracurricular Activities Subcommittee's demographic data analysis.)

Charge to the Subcommittees

1. *From your subcommittee's perspective, please analyze the advantages and disadvantages of refurbishing Heritage High School in its existing building.*

From the standpoint of our subcommittee it is difficult to adequately address the needs of Heritage High School's extracurricular activities with a straight refurbishing of the current facilities. The issues that are currently most problematic are problematic exactly because of how the school was originally designed. The only advantage that would come from a simple renovation would be to make the currently antiquated and inadequate facility only "inadequate" instead of both. There are several basic needs that would not be addressed by refurbishing because of the layout and space limitations of Heritage as it is currently configured. These include: an auxiliary gym, a safe and appropriately designed weight room, a more convenient arrangement of athletic offices, classrooms and locker areas, increased storage facilities for all extracurricular activities, better access to the Performing Arts areas (band room, theater back stage), improved ingress/egress to the field house for athletic events, and dedicated areas within the school for each of these activities, i.e., an Athletics area, a Performing Arts area and a dedicated space for Clubs and Activities. A more detailed accounting of these items can be found under item #2 in the Charge to the Subcommittees as it is difficult to comprehensively address the deficits of refurbishment without also discussing the possibilities inherent in new construction.

The disadvantages inherent in a straight refurbishment would be to lose the opportunity to provide the students at Heritage with a facility that would meet their needs on a comprehensive level. Athletics and Performing Arts and Clubs and Activities know exactly what they require to address the needs of the students they serve. The layout of the current footprint of Heritage High School, from the field house to the location of the playing fields, to the locker rooms to the coaches' offices to the theater and band room and layout of the classrooms currently creates an obstacle to meeting the needs, and with rare exception satisfying the goals, of any of these activities.

2. *From your subcommittee's perspective, please analyze the advantages and disadvantages of rebuilding Heritage High School on contiguous land, its current site, or an as yet unidentified new location.*

The principle advantage of building a completely new Heritage High School would be the ability to provide the students with a facility that unquestioningly meets the needs of all of their extracurricular activities. To best serve the needs of the students there must be a multi-tiered and holistic approach to the facilities that they will use. Understanding the multiple factors involved in a successful sport or performing art or club is critical to the design of any new facility. An entirely new facility would allow for the consideration of all of these factors.

Items/considerations critical to the success of a new Heritage High School from the standpoint of extracurricular activities based on our study of these activities include but are not limited to the following items:

Auxiliary Gym – An auxiliary gym is perhaps the most important and most notably missing piece of the athletics puzzle at Heritage. The lack of an auxiliary gym makes the scheduling of practices very complicated and places an undue burden on the most disadvantaged students who often find themselves at school until very late at night waiting for their practices to start with no way to leave for meals. The recent change in VHSL rules which allows for increased practice time for each sport is designed to level the playing field for schools like Heritage who otherwise do not have a population that can widely participate and benefit from training activities outside of the typical school experience. However, Heritage as it is currently structured cannot take advantage of these extra hours of allowable practice time because they barely have space for teams who are in-season to practice, much less teams who are out-of-season but desirous of extra training time. An auxiliary gym would not only alleviate that burden and allow for a complete restructuring of practice time for every team but it would allow for increased competition possibilities for certain sports like Indoor Track. A thoughtfully designed auxiliary gym would also allow activities such as Cheerleading which currently does not have space for tumbling exercises to practice in a safe and dedicated space.

Modern/safe Weight Room and Training Room – The current weight room at Heritage was never designed to be a weight room and, as seen with other facilities at Heritage, it has necessarily suffered from a piece-meal approach to problem solving. The current weight room is actually a space originally designed as an observation area for a pool that was never constructed. A properly designed weight room with additional consideration of the needs of the female athlete is a critical need. The placement of such a space in conjunction with a convenient and accessible training area is high on the priority list of every coach and sponsor our subcommittee spoke with.

Separate/dedicated areas for each activity designation, i.e., a Sports wing to house all athletic offices, classrooms, training facilities and team rooms, a Performing Arts wing to house practice rooms, recording facilities and instrument storage and performance space with safe and convenient access from the outside. Also a classroom layout conducive to the staging and hosting of division-wide activities for academic competitions which is properly handicapped accessible.

Modern Field House - The field house as it was originally configured made no allowance for ticketing and concessions and provided no space for spectators during track meets as the bleachers when extended overlap the competition area. During races the main garage doors leading to an outside parking lot must be opened allowing the runners to complete their race by running outside as there is not enough room between the end of the track and the wall of the field house. While some of these issues could possibly be addressed with a renovation it is outside of the scope of this subcommittee to suggest that as a possibility as over the years

many adjustments and accommodations have been made in the hope of addressing these significant issues with overall very little success.

Theater – While the theater director has stated that size itself is not a concern with the current facility there are several issues that could most comprehensively be addressed with the construction of an entirely new performance space such as the needs for a lighting booth, a catwalk, “fly-space”, dressing and preparation rooms, storage space and perhaps most critically a proper loading dock for scenery and supplies. All of these issues have been dealt with by extensive retrofitting of the current theater with limited success. The existence of a more comprehensive and flexible facility would allow for increased student participation and increased number and type of performances. Those in turn would allow for the establishment of the same style of revenue-generating performance series that the E.C. Glass theater program benefits from.

Band – There are multiple components to the band program at Heritage, from symphonic band to marching band and jazz band. Current space, practice and preparation limitations make it very difficult to provide these programs with what they need. A new facility with devoted storage space, proper acoustics, office space adequate for several people at once and preparation space for different types of musicians/instruments is a must especially considering the current reality of band and orchestra sharing the same facility. The band director at Heritage has defined numerous deviations between Heritage’s current band facility and an “ideal” facility contains.

Chorus – A new facility would be able to handle the very reasonable requests from the current chorus instructors for things like built-in risers and mirrors that can be covered. The critical issue preventing Chorus from having what it needs now, as simple as they may seem, goes back to the same issue that negatively impacts every single extracurricular activity at Heritage: space. There is simply not enough classroom and storage space for rooms to have dedicated activities that would allow them to customize the rooms in the manner most conducive to their specific needs. A new Heritage with a dedicated Performing Arts wing would be able to address the needs of all of these activities, band, theater, chorus and orchestra and ensure that their shared facilities are adaptable/flexible enough to meet everyone’s needs while at the same time allowing dedicated space for each activity.

Clubs – The principle needs of Clubs and Activities closely track with the overall needs of the educational component of Heritage as a whole. Larger classrooms, wider hallways, more compact layout/design of the overall space, easily accessible elevator and proximity to a large meeting space. The current “large meeting space” at Heritage is the cafeteria and it is the space most frequently used by the majority of the Clubs and Activities who require a separate gathering and performance area. An entirely new facility would certainly remedy the shortcomings of the current

facility with regard to classroom and hallway size and would also provide for the opportunity to construct a lecture hall or other appropriately sized room that could be utilized by not only these groups but by the student body as a whole. Again, the lack of flexible space at Heritage as it is currently configured prevents any type of office or storage of supplies for these Clubs and Activities. The construction of any new facility would be able to take into account their relatively modest requirements.

From the standpoint of meeting the needs of students with regards to extracurricular activities at Heritage there are no disadvantages to building a completely new facility either on site or at a new/separate location. The ability to assemble from scratch the bits and pieces required for successful Athletics, Performing Arts and the classroom facilities required by Clubs and Activities would allow for an environment perfectly customizable for each activity. Such a wholesale approach to the structure and integration of extracurricular activities would allow for a finely detailed accounting of specific needs allowing them to be met in the most comprehensive manner possible.

3. *From your subcommittee's perspective, please analyze the advantages and disadvantages of pursuing a combination of substantial renovation and new construction at the current Heritage High School site.*

The Field House itself has significant challenges that must be addressed (antiquated lighting and seating, limited ingress/egress, lack of concession area, size) and the theater has similarly complicated issues (no "fly-space" or catwalk and no dedicated storage or preparation space). While it is felt that these problems are so extensive that a simple refurbishment could never properly address all of them the idea that a combination of renovation combined with new construction could adequately address these problem was considered.

One frequently mentioned possibility was transforming the current first and second floors into a dedicated sports wing to house all athletic offices, weight and training rooms and classrooms. This would necessitate substantial new construction to house the displaced cafeteria, classrooms and Performing Arts space if those areas were devoted to athletics. However, this suggestion was mentioned frequently enough that it would seem to warrant a further exploration by the Facilities and Finance subcommittees.

The advantages of this option would be to save usable space and to provide the athletics component of extracurricular activities with a comprehensive solution to many of their existing problems while at the same time retaining the current function of the Field House as the athletic department centerpiece. Obvious disadvantages are that whatever structural issues exist with the current Heritage may surface in the future with this relatively less-problematic portion of the building and that the needs of Performing Arts would be potentially even more difficult to address as they would be removed wholesale from their existing facilities.

4. *From your subcommittee's perspective, please analyze the advantages and disadvantages of moving to a single new high school on what is now the E.C. Glass campus.*

An obvious advantage of combining Heritage and E.C. Glass High Schools from the standpoint of our subcommittee would be the ability to increase the competitiveness of athletic teams as there would be a single school to draw upon the talent of all of our city's student-athletes. Also, it is easier and more cost-effective to staff and provide facilities for one instead of two of each sport, performing art and club.

The transportation cost study that our subcommittee undertook using the criteria of driver and fuel costs did not show a significant price differential between the current reality of two high schools competing more locally in the Seminole District and one larger high school competing further away in the Western Valley District. The reality, however, is that the increase in transportation time is what would ultimately have the most negative impact on our student-athletes. An increase in distance to competition means longer hours riding on a bus and less hours at home resting and preparing for school the next day. While the impact is not as easily quantifiable across the board as fixed fuel costs and driver hours it would be hard to argue that regularly arriving home near midnight after a day of competition would not be a significant burden on many of our students. When comparing the regular three hour bus rides required for inclusion in the Western Valley District to the regular hour or less bus rides in the current Seminole Valley district the differences are significant.

Another factor relative to competition in the larger Western Valley district is the challenge of scheduling games with local non-district schools. A possible side effect of having one large high school is that our neighboring smaller schools would be loathe to schedule games/matches against a competitor that is substantially larger. If that were to happen that would almost ensure that even non-district game travel time would increase dramatically compared to current levels.

The study that our subcommittee undertook with regard to the overall demographic realities at both high schools reveals a significant negative consequence to consolidating high schools in the form of loss of opportunity for participation in extracurricular activities. On the face of it, it is clear that a consolidated school would provide approximately half of the opportunities for participation that two smaller schools provide. However, it is more than a simple loss of participation numbers that would be the most tragic occurrence if there were one high school instead of two. The demographic examination of Heritage High School showed that they have created a very special environment in that student participation for Athletics, Performing Arts and Clubs and Activities is incredibly representative of their overall student body. They have successfully provided opportunities across the board for not only a wide swath of their students of diverse racial background but

also for a significant percentage of their students who receive free/reduced lunch. In addition to the wholesale elimination of opportunities for extracurricular activities, there is a concern that the consolidation of Lynchburg's high schools would result in an unbalanced representation of students in extracurricular activities, thereby resulting in a significant impact to the current Heritage community.

Considering that the primary purposes of athletics in secondary education for the majority of participants is more to provide lessons in character growth and resilience and personality building and less to secure college scholarships and professional contracts it would seem uniformly detrimental to the purpose of our extracurricular programs to deny wholesale the opportunity to participate to half of the children in our city who now participate regularly. Because of this our subcommittee strongly encourages the task force to consider the demographic realities at both high schools as one of their deciding factors when considering #4 in the Charge to the Subcommittees.

5. *From your subcommittee's perspective, please analyze the advantages and disadvantages of maintaining a four year high school experience and, alternatively, creating a three year high school experience. These options might include a variety of options for ninth grade, and your analysis may consider various permutations of grade combinations as your subcommittee sees fit.*

From the standpoint of our subcommittee the relative advantages and disadvantages of a wholesale restructuring of secondary education fell mostly along the lines of previously addressed Charges. In particular, Charges 1 through 3 which proposed a different reimagining of Heritage but kept Heritage as a distinct entity versus Charge #4, the option which combines the schools. In each of these different scenarios if the focus is kept on the primary stakeholders, i.e., the students, it is simple to extrapolate which types of alternatives would have positive benefits and which would have a negative impact.

In terms of extracurricular activities the goal must be to provide the most opportunities possible to the widest range of students possible. The benefits of student participation in athletics and Performing Arts relative to overall retention and graduation rates are measurable and because that is the overall goal of any secondary education system it should also be the focus. Any alternative restructuring of schools must take into consideration the impact on student participation levels and do their best to at the very least maintain them relative to current standards. A reduction in current participation levels would be a lessening in the quality of education currently provided and regardless of any alternative restructuring plan chosen, moving forward the focus must remain on providing the most opportunities for participation possible for the widest range of students.

6. *Are there any additional options that have become viable based on your subcommittee's work?*

Based on our subcommittee's comprehensive study of the current facilities at both Heritage and E.C. Glass no additional options became obvious as a solution to both alleviating/remedying the issues and problems at the current Heritage facility and adequately addressing the needs of both the Heritage and E.C. Glass populations. It was our feeling that the needs of both populations were appropriately investigated with regard to extracurricular activities in numbers 1 through 5 in the Charge to the Subcommittees.

Supporting Documents

Extracurricular Activities Subcommittee Coach and Sponsor Survey

The following is the initial survey that was sent to all coaches and sponsors of extracurricular activities at both Heritage and E.C. Glass High Schools. Data taken from this initial survey was used to highlight obvious areas of interest for further investigation in the second phase of our subcommittee's data-gathering process.

*School: **

*Activity Name: **

*Name of Survey Responder: * First Last*

*Email of Survey Responder: **

*Are you a staff member or student? * Staff Student*

Average Number of Students Participating in Activity:

1-5 6-10 11-15 16-20 21+

Average Number of Staff Required:

1 2 3 4 5 6+

Number of Facilities Used (Including for practice, training, performance, games, preparation):

1 2 3 4 5+

Please List Facilities Used: _____

How Many Months of the Year Do You Spend on Some Aspect of Your Sport/Activity?

1-3 4-7 8-12

How Many Months of the Year Does Your Sport/Activity Compete/Perform?

1-3 4-7 8-12

Travel - How Many Days a Week Do You Typically Travel During Your Season?

Have On-Site Facilities

1 2 3 4 5+

How Far Do You Typically Travel For Games/Performance?

Have On-Site Facilities 1-5 miles 6-20 miles 21-50 miles

How Far Do You Typically Travel for Each Practice?

Have On-Site Facilities 1-5 miles 6-20 miles 21-50 miles

Facilities - On a scale of 1 to 5 with 1 being "Unsatisfactory" and 5 being "Exceeds Expectations", how would you rate your:

Practice Facility

N/A 1 2 3 4 5

Locker Rooms/Dressing Rooms

N/A 1 2 3 4 5

Performance Space

N/A 1 2 3 4 5

Weight Training Area

N/A 1 2 3 4 5

Playing Fields

N/A 1 2 3 4 5

Administrative Facilities

N/A 1 2 3 4 5

Storage Space

N/A 1 2 3 4 5

If your program/sport/activity could have anything in the way of practice space what would it be?_____

If your program/sport/activity could have anything in the way of performance space what would it be?_____

If your program/sport/activity could have anything in the way of playing fields what would it be?_____

If your program/sport/activity could have anything in the way of locker rooms/dressing rooms what would it be?_____

If your program/sport/activity could have anything in the way of weight training area what would it be?_____

If your program/sport/activity could have anything in the way of administrative facilities what would it be?_____

If your program/sport/activity could have anything in the way of storage space what would it be?_____

Current Strengths and Weaknesses

In your opinion what are the greatest strengths of your program as it is currently configured?_____

In your opinion what are the greatest weaknesses of your program as it is currently configured?_____

Demographic Data Analysis

Heritage and E.C. Glass Extracurricular Activities

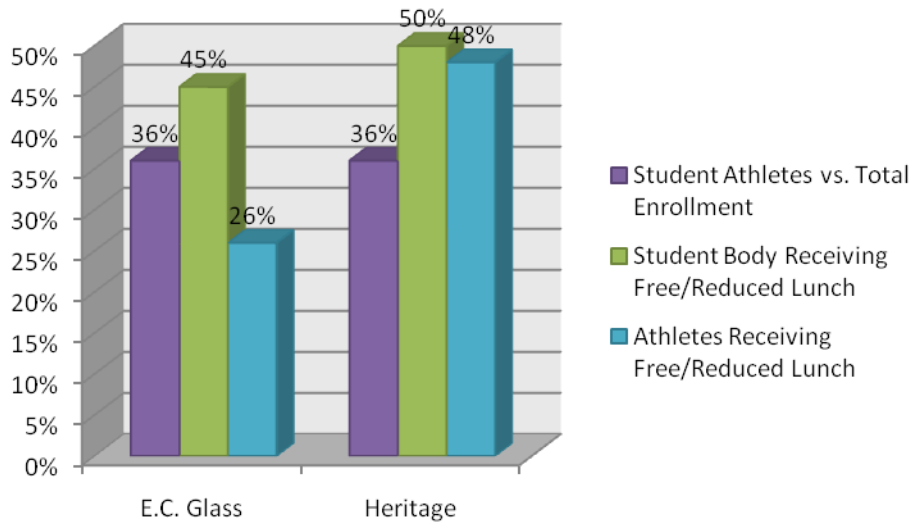


Figure 1 - Free/Reduced Lunch Recipients - Percentage of Student Body vs. Percentage of Athletes

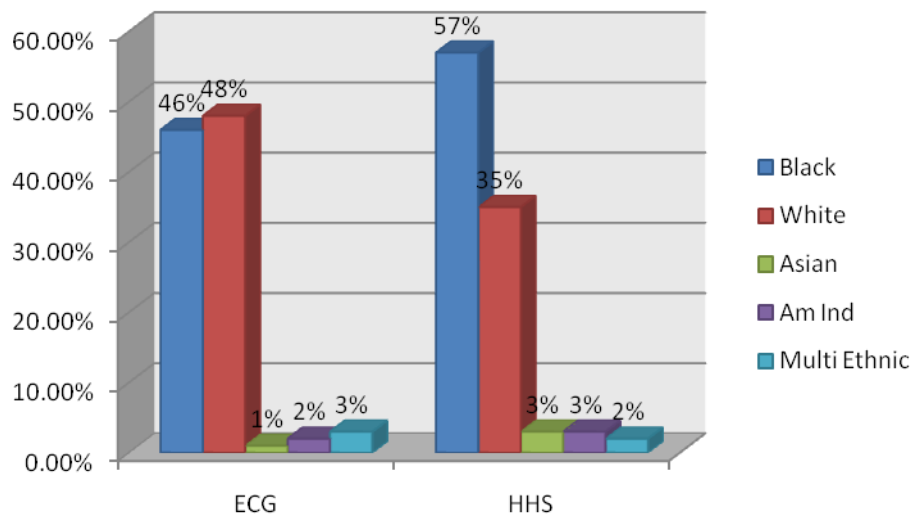


Figure 2 – Overall Racial Distribution Heritage and E.C. Glass High Schools

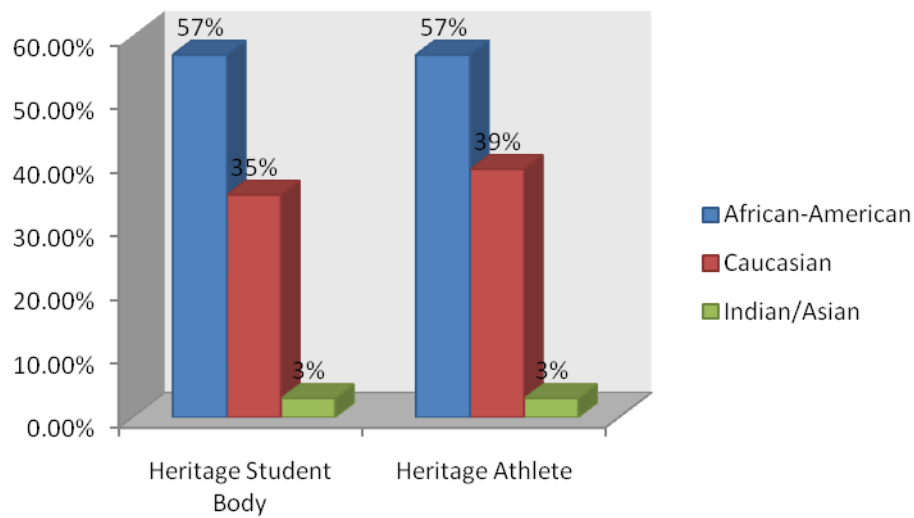


Figure 3 – Racial Comparison between the Heritage Student Body and the Heritage Athlete

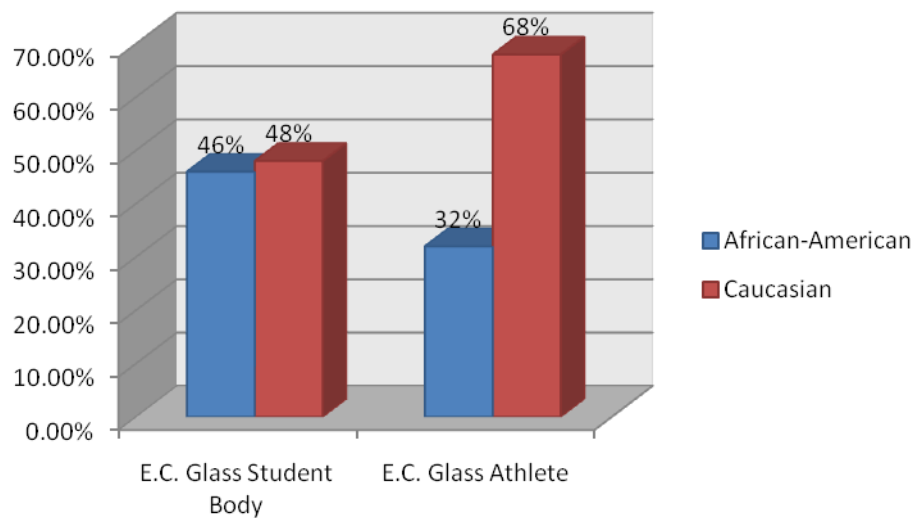


Figure 4 – Racial Comparison between the E.C. Glass Student Body and the E.C. Glass Athlete

Heritage Theater

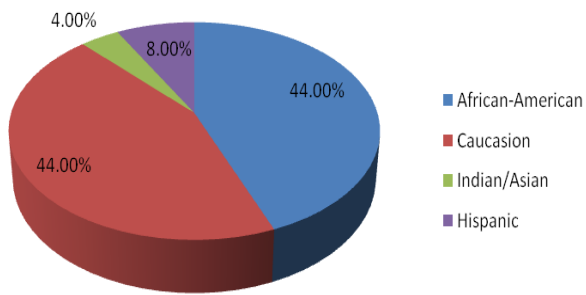


Figure 5

Heritage Band

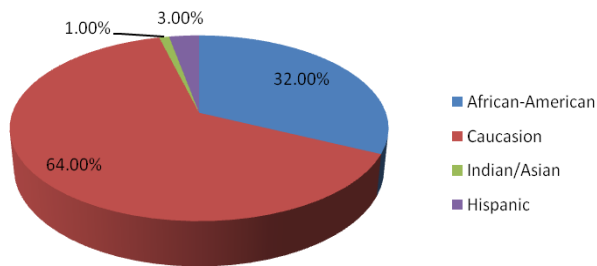


Figure 6

Heritage Forensics

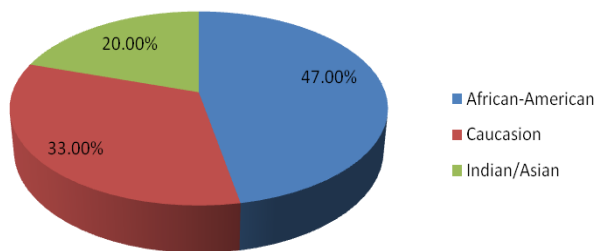


Figure 7

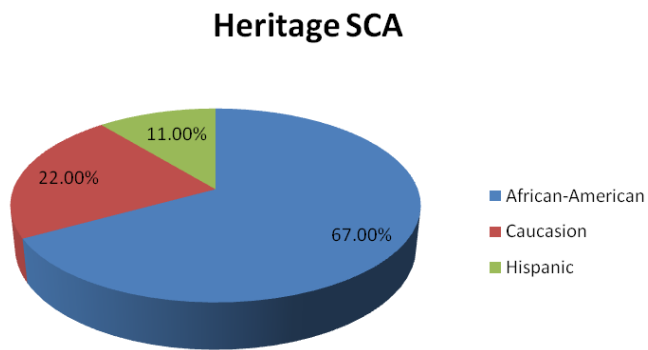


Figure 8

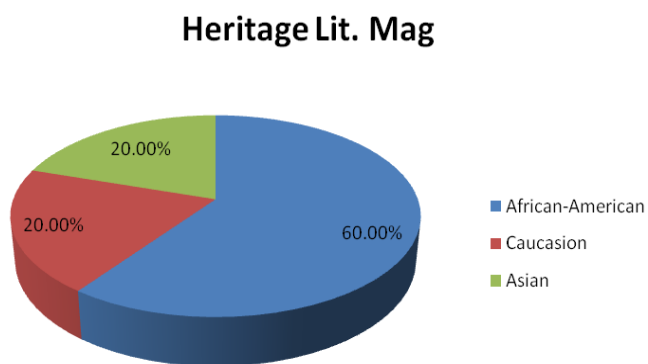


Figure 9

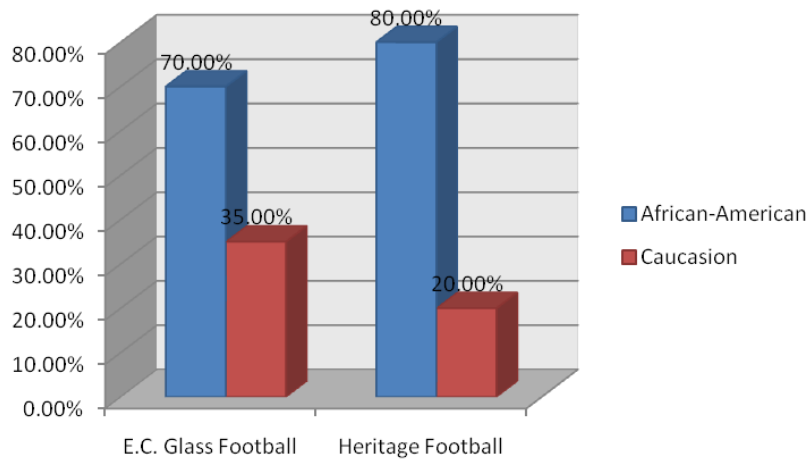


Figure 10 - Football

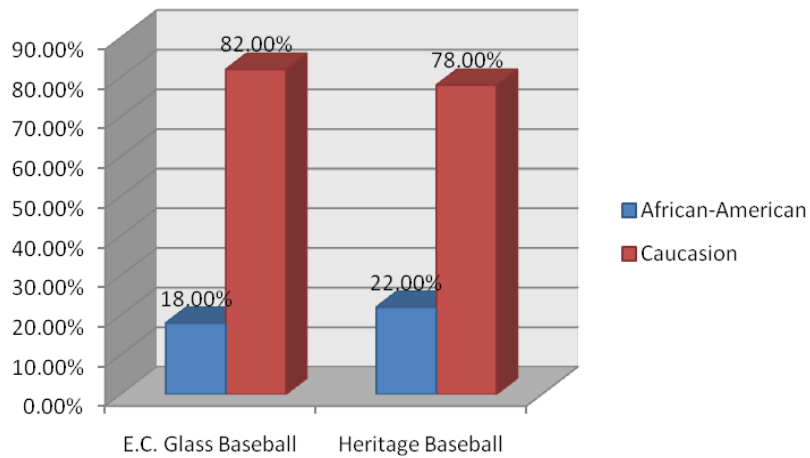


Figure 11 - Baseball

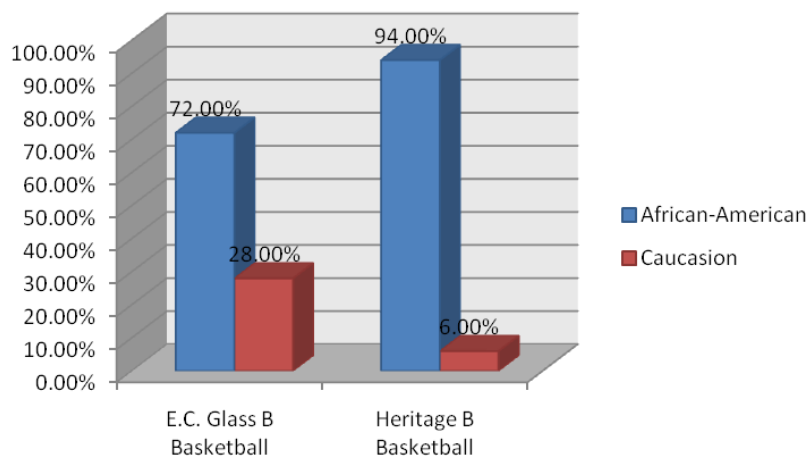


Figure 12 – Boy's Basketball

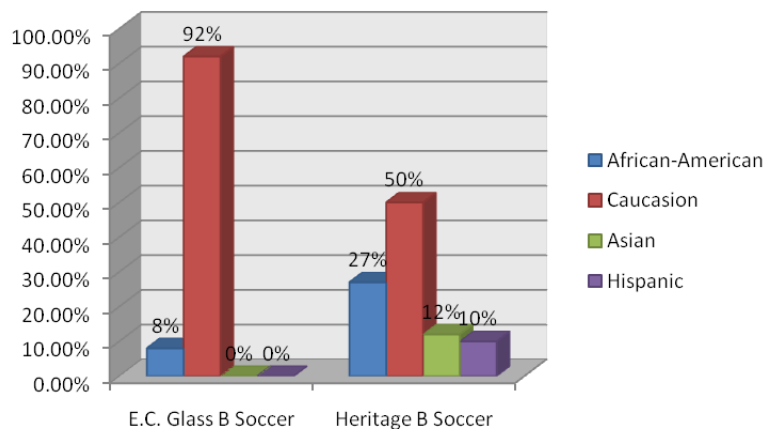


Figure 13 – Boy's Soccer

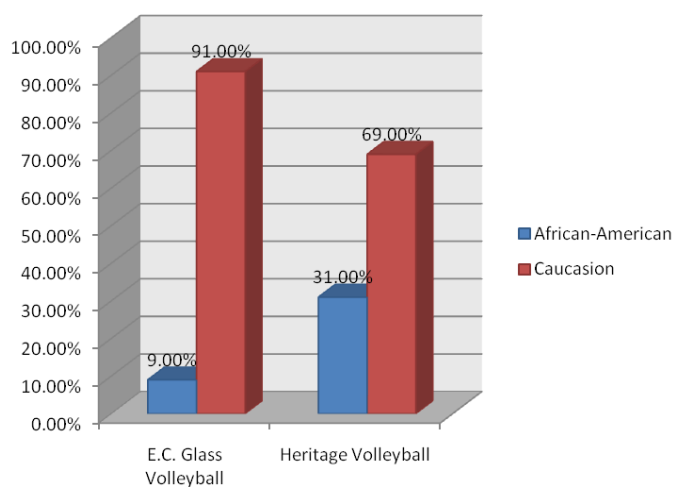


Figure 14 – Volleyball

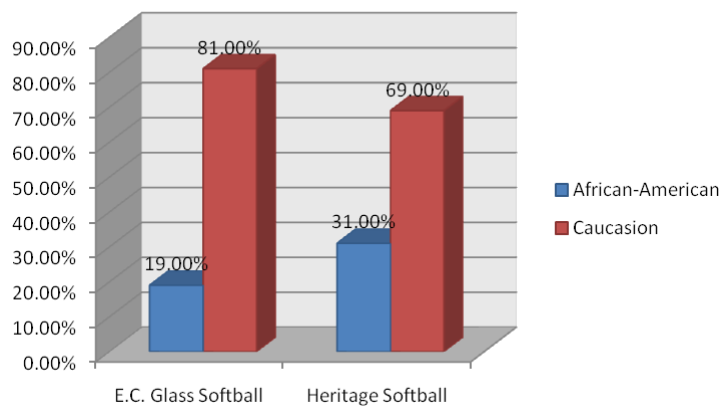


Figure 15 – Softball

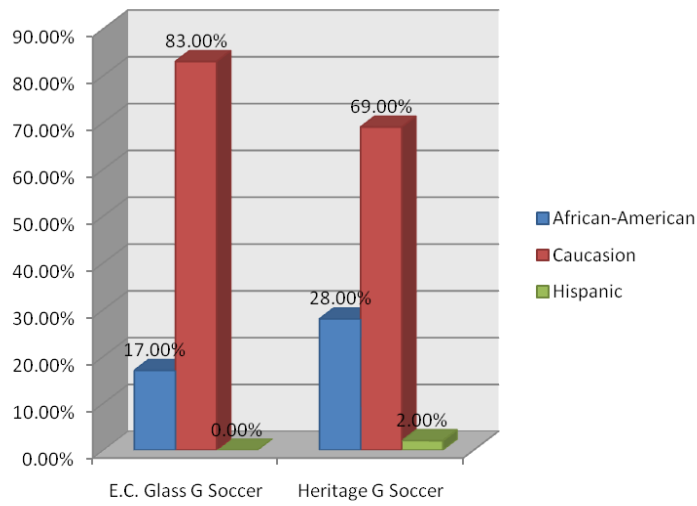


Figure 16 – Girl's Soccer

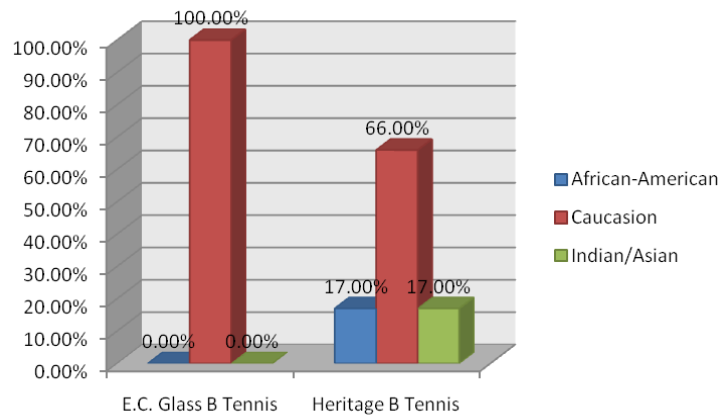


Figure 17 – Boy's Tennis

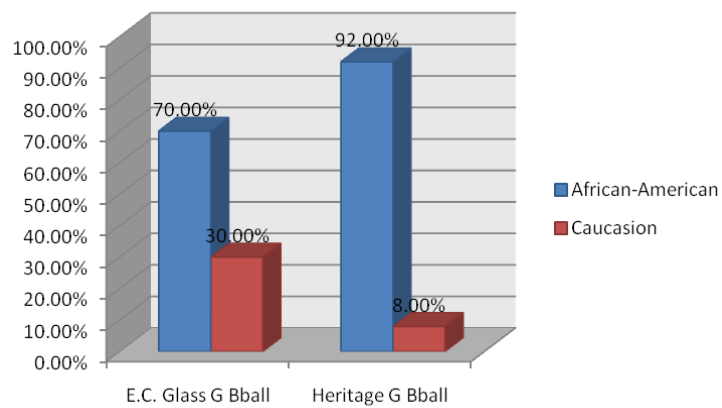


Figure 18 – Girl's Basketball

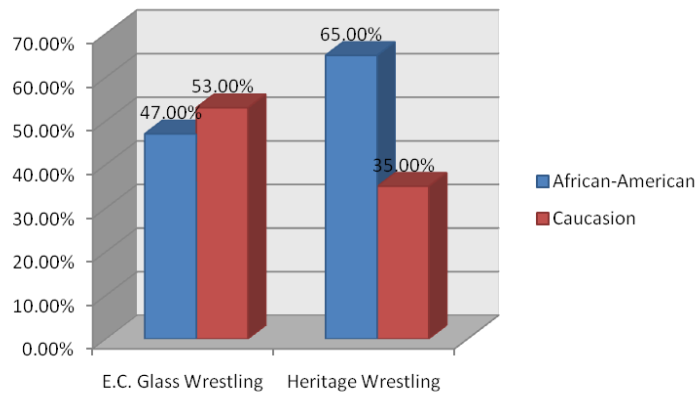


Figure 19 – Wrestling

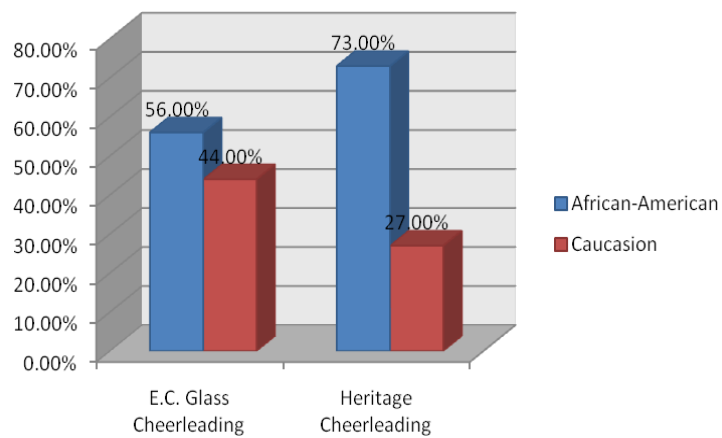


Figure 20 – Cheerleader

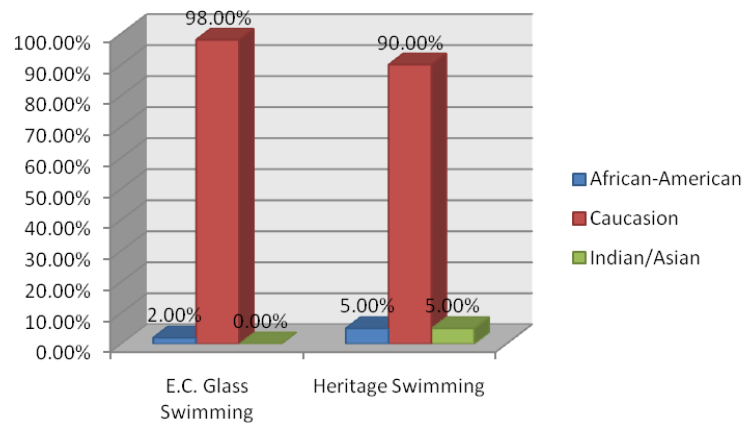


Figure 21 – Swimming

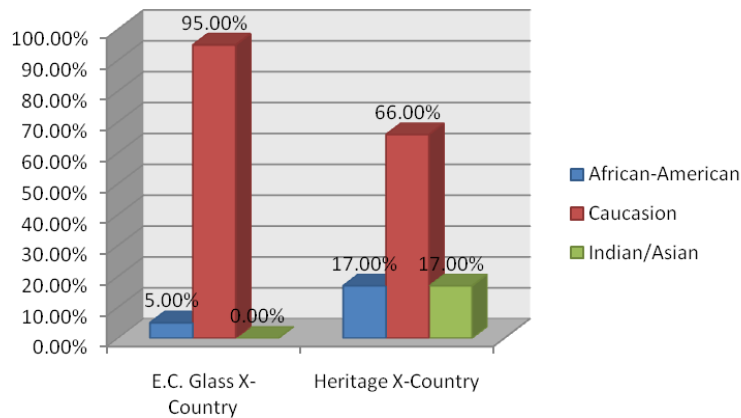


Figure 22 – Cross- Country

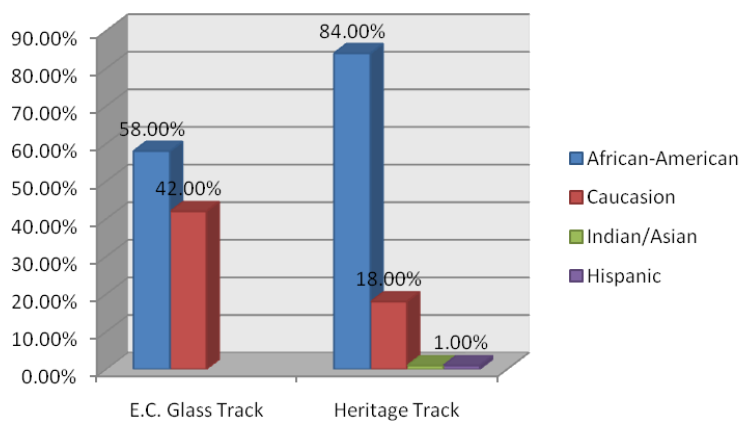


Figure 23 – Track

FACILITIES SUBCOMMITTEE

Final Report

July 2011

Acknowledgements

The following individuals served as members of the Facilities Subcommittee.

Jim Mundy, Chair	Larry Wetzel
Mark Mear, Principal, Heritage HS	Michael Baer
Sonny Witt, Assistant Superintendent	Bob Gillette
Janet Dalton	Marcus Calloway
Jerry Dudley	Bill Burruss
Brandon Cyrus	Dan Frazier
	John Thulin

Content Specialists

Linda Jones
Blair Smith
Mike Griffin
Kelvin Moore

Staff Support

Steve Gatzke, Lynchburg City Schools
Jason Campbell, City of Lynchburg

Executive Summary

The Facilities Subcommittee was charged with focusing on the facilities considerations associated with the planned renovations and/or new construction of Heritage High School. In order to achieve an effective discussion, the Facilities Subcommittee developed advantages and disadvantages with several assumptions: 1) A new Heritage High School end product would satisfy the needs of a 21st century high school, as well as the needs of the community and the school division; and 2) The cost of the various options was not considered, other than the cost associated with the procurement of additional land (associated costs are being considered by the finance subcommittee).

The Facilities Subcommittee suggests that a new Heritage High School end product include the Central Virginia Regional Governor's School within its campus. The Governor's School and Heritage High School mutually enjoy a working relationship that offers unique opportunities for the Governor's School's regional students and Heritage High School

students. The Board of Directors for the Governor's School is also taking steps to include a capital expense line item in its budget to help support

the Governor's School portion of future renovation/construction of Heritage High School.

The Facilities Subcommittee offers for consideration of the options in the following order:

- Construction of a new Heritage High School on a completely new site.
- Construction of a new Heritage High School on the existing Heritage High School property, which may require the purchase of additional property.
- A combination of renovation and construction at the current site with consideration of keeping levels 1 and 2 of the existing structure.
- The other alternatives provided by the charge to the subcommittee were considered, but are not recommended.

The Subcommittee and Its Process

The Facilities Subcommittee consisted of thirteen members, four content specialists and two staff support members. Members of the subcommittee included parents of current and future Heritage High School students, Heritage alumni, current and former school teachers and administrators, and individuals with backgrounds in real estate and construction.

The subcommittee held a total of nine subcommittee meetings. Members each had the opportunity to tour Heritage High School, as well as EC Glass High School. Members were provided with a presentation by the content specialists of what a 21st Century high school "looks like." The content specialists also presented potential layouts of the current Heritage High School property if the construction occurred on site, to demonstrate that such option is viable. The presentation utilized "footprints" of recently constructed high schools in Virginia that were similar in size to the square footage that would be needed for Heritage High School.

A presentation was provided by the principal of the Central Virginia Governor's School, which is currently housed on the HHS campus.

Members were divided into work groups and asked to respond with the advantages and disadvantages of each of the alternatives presented in the charge to the committee. The responses were then compiled into a single document and the committee eliminated any of the advantages and disadvantages that were not related to "facilities" or otherwise would be considered by other subcommittees.

Results

On the next pages is a listing of advantages and disadvantages of each of the alternatives presented in the charge to the committee.

From your subcommittee's perspective, please analyze the advantages and disadvantages of refurbishing Heritage High School in its existing building.

Advantages	Disadvantages
There would not be a need to purchase additional property.	There are poor soil conditions under the existing facility that may not be abatable.
The current athletic fields at the current site can be retained.	Additional unexpected problems with the structure may exist that aren't discovered until the renovation process begins.
The school will retain its own entity, as opposed to being combined with another school.	Some core facilities are in the wrong place.
The infrastructure has value.	Flaws of the current multi-level design, such as security, circulation, etc., cannot be remedied with refurbishing.
The location is visible and well-traveled and is centrally located in the current attendance zone.	Academic activities would be disrupted if the school is renovated while occupied.
	The expected lifespan would be limited because of the inherent nature of the existing facility (possibly 30 years).
	The project timeline would be increased.
	It would be difficult to transform the existing facility into a 21 st century school.
	Building additions would also be needed.

From your subcommittee's perspective, please analyze the advantages and disadvantages of rebuilding Heritage High School on contiguous land, its current site, or yet unidentified new location.

Advantages	Disadvantages
Contiguous Land	
Individuals in the community believe that this option keeps HHS in its original location and that it remains an appropriate landmark in many people's memory.	Moving the school offsite is not favorable if the athletic fields have to remain on the current site.
Building on adjacent land would be ideal if there is enough land.	Site acquisition needs.
It can result in a better quality, more efficient, and long-term building.	Could require the relocation of Heritage Elementary School, resulting in a large financial commitment for the construction of two schools.
It can result in a building that plans appropriately for future expansion.	There would be disruption of extracurricular activities if the current activity venues are used as part of the building site or building footprint.
Cont.	Cont.

It may be possible to acquire property as needed to accommodate a new facility on current land.	The cost of demolition of the old school.
Building new may be the best opportunity to address on and off site traffic problems.	
A new building provides the opportunity to create a landmark building and instill civic pride.	
This would be an opportunity to build exactly what is wanted and needed.	
New construction may allow for less of a square footage demand than renovation.	
Existing Site	
A relatively flat site exists on the athletic fields closest to Timberlake Road, providing excellent visibility of the school.	The only two options for existing site construction are the athletic fields or the city park located on the property.
This would be an opportunity to build exactly what is wanted and needed.	This would require the construction of new synthetic athletic fields.
New construction may allow for less of a square footage demand than renovation.	The use of the athletic fields would be unavailable for a period of time.
There would be minimal disruption to academic activities.	
The property is already owned.	
HHS would retain the same place identity.	
New Location	
This would provide for a "virgin site."	Site acquisition needs (assumption).
There would be minimal disruption and safety concerns at the current facility, as all construction traffic and activity is removed from the existing school site.	There could be the need for improvements for cost of non-existent infrastructure (roads, utilities, etc.).
This would be an opportunity to build exactly what is wanted and needed.	The need to rebuild all new athletic facilities for the change in site.
The best construction practices could be utilized.	
This provides for possible future expansion capability.	
This option may alleviate topography and traffic concerns.	
If HHS is moved to a new site, the existing athletic fields could be kept as a park.	
If located closer or more convenient to EC Glass, a sharing of resources may become more feasible.	

From your subcommittee's perspective, please analyze the advantages and disadvantages of pursuing a combination of substantial renovation and new construction at the current Heritage High School site.

Advantages	Disadvantages
The HHS identity (associated with the location) is retained.	The need for significant demolition still exists.
Retain the current athletic fields.	It is uncertain where the addition would go.
New classroom construction is possible.	The possibility for additional land acquisition at the current site still exists.
The disruption is limited when compared to renovation of the current facility alone.	The current site limits the options for additions.
There is the possibility of retaining certain levels of the current facilities, especially levels 1 and 2.	This option may not fix the poor existing conditions.
The end product is nearly equal to a new school.	

From your subcommittee's perspective, please analyze the advantages and disadvantages of moving to a single new high school on what is now the EC Glass campus.

Advantages	Disadvantages
Vocational classes would not have to travel from HHS to EC Glass.	The core facilities are inadequate to accommodate the increased student/staff population (parking, athletic fields, buses, administrative/guidance space, cafeteria, library, gym space/lockers, and classrooms).
	Traffic patterns and flow create safety concerns.
	The construction of additional space would require additional acreage, which is not available at the current site.
	Increased safety concerns with an increased student population.

From your subcommittee's perspective, please analyze the advantages and disadvantages of maintaining a four year high school experience and, alternatively, creating a three year high school experience. The alternative might include a variety of options for ninth grade, and your analysis may consider various permutations of grade combinations as your subcommittee sees fit.

Advantages	Disadvantages
Without a clear understanding from the curriculum subcommittee of which combination of grades would be within the high schools, the advantages are difficult to determine.	It is clear that a re-alignment of grade combinations would likely require renovations and additions at the high schools, the middle schools and the elementary schools.

Are there any additional options that have become viable based on your subcommittee's work?

Additional options may be present if there is a better understanding of the recommendations of the curriculum and extracurricular activities subcommittee. The following items are examples of alternatives, although a detailed review of each has not been conducted because of the unknown educational/curriculum design for each:

- Cluster and/or magnet schools could be developed that would result in a single secondary school campus.
- Consideration of a third city high school in order to achieve a student population of less than 1,000 at each school.
- A ninth grade academy.
- A stand-alone vocational tech school.

COMMUNITY IMPACT SUBCOMMITTEE

Final Report

August 2011

Committee Members

Tracy Begue	Maria Roberts
Sallie Carson	Mari Smallshaw
Marie McHenry	Rob Wooters
Dan Messerschmidt	Sally Selden, chair
Karen Penalva	
Steve Smallshaw, COL Staff Support Representative	
Ethel Coles, LCS Support Representative	

The subcommittee would like to express their gratitude to Sue Driskill for entering the Citizen Survey data.

Executive Summary

Between 2000 and 2010, the Lynchburg City population grew almost 16 percent and much of this growth has occurred in the southwest parts of the city, which are located in the Heritage High School district. The rate of growth of children under five exceeded the overall rate of population growth in the city, suggesting that the need and demand for public education in the city will increase in the coming decades.

In our study of the impact of consolidating the two high schools in Lynchburg, while some citizens are in favor of or ambivalent about the idea of a single Lynchburg City high school, the committee's overall findings—from realtors' comments to resident and business surveys to facility usage—indicate that maintaining two separate schools would have a more positive community impact.

In this report and supporting materials, the committee has tried to cover all community angles as objectively as possible and we believe these findings will help inform the HHS Task Force dialogue about whether to renovate or rebuild Heritage High School (HHS).

Based on the results of the data from the Citizen Survey, it is clear that the overall sentiment is that consolidation is not the desired solution. Both the HHS and E.C. Glass (Glass) communities are perceived as close-knit by citizens, with strong relationships with their alumni and a rich collective identity. The study shows that:

- At least 50% of respondents to the Citizen Survey believed that consolidation would have a negative impact on the overall reputation of the city, our sense of community, and the reputation of the Lynchburg City Schools (LCS).

- At least 50% of the respondents to the Citizen Survey believed that consolidation would have a negative impact on the ability of the city to serve students with special needs, on student academic achievement, and student participation in extracurricular activities. 74 percent of citizens believed that consolidating the high schools would negatively impact the ability of LCS to accommodate future growth in student population.
- 90 percent of real estate agents interviewed believed the merger would have a negative impact on residential property taxes.
- Finally, the study showed that almost 60% of respondents would be willing to have a 1-4 cent real estate property tax rate increase to maintain two high schools in the city, even though the vast majority of respondents do not and will not have children enrolled in LCS high schools. The written responses support the notion that consolidation of the two LCS high schools is not in the best long-term interest of the community.

Subcommittee Charge

The initial charge to the Community Impact (CI) Subcommittees from HHS Task Force was as follows:

1. From your subcommittee's perspective, please analyze the advantages and disadvantages of refurbishing Heritage High School in its existing building.
2. From your subcommittee's perspective, please analyze the advantages and disadvantages of rebuilding Heritage High School on contiguous land, its current site, or an as yet unidentified new location.
3. From your subcommittee's perspective, please analyze the advantages and disadvantages of pursuing a combination of substantial renovation and new construction at the current Heritage High School site.
4. From your subcommittee's perspective, please analyze the advantages and disadvantages of moving to a single new high school on what is now the E.C. Glass campus.
5. From your subcommittee's perspective, please analyze the advantages and disadvantages of maintaining a four year high school experience and, alternatively, creating a three year high school experience. This analysis might include a variety of options for ninth grade, and you may consider various permutations of grade combinations as your subcommittee sees fit.
6. Are there any additional options that have become viable based on your subcommittee's work?

Execution of the Charge (Methodology)

The term “community impact” encompasses a range of topics or subjects. Thus, the first task the subcommittee engaged was to consider how the different HHS options would affect the community – the residents, institutions, neighborhoods, businesses - and larger social and economic systems in Lynchburg. The committee outlined five key community impacts to examine: social impact (quality of life), economic impact (businesses and jobs), transportation/traffic impact, student impact (quality of experience and performance), and fiscal impact on the city and residents. The last two impacts are being investigated by other subcommittees, so the CI subcommittee focused on the social, economic, and transportation impacts but included a broad look at student impacts as part of the section on social impacts. To conduct this study, the committee gathered information using the following methods:

- Utilized secondary data, including 2010 Census data, and conducted a literature search.
- Conducted a mail survey of Lynchburg City residents. The survey questions were based upon the literature review, reviewed by the HHS Community Impact Subcommittee, reviewed by the HHS Task Force, and pre-tested using 25 local residents. Appendix 1 presents the survey questions. The committee utilized a sampling technique to garner a sample representative of the city. All households within the City of Lynchburg were eligible to participate in the survey. We selected 300 households at random from each of the four wards in the city; a total of 1,200 households received a copy of the survey. Selected households only received one mailing. 166 residents submitted their survey responses for a response rate of 13.09 percent. Completed surveys were assigned a unique identification code when opened. Each survey was reviewed and entered into a database. The demographic characteristics of the survey respondents were compared to those found in the 2010 Census estimates. Appendix 2 compares the demographics of the respondents to characteristics of the Lynchburg City population. As is shown in Appendix 2, the survey sample is not identical in all characteristics to the city’s population at large. As such, we would be cautious in generalizing these findings. In this report, we have presented statistics from the sample, which have not been weighted to adjust for variations between the sample and the city population. Figures and tables in the body of the report present data excluding “do not know” responses. The tables and graphs presented in the body of this report reflect answers from residents who had an opinion about a specific survey item. Appendix 3 presents frequency distribution tables including all responses. Since residents from HHS were underrepresented in the sample, Appendix 4 contains frequency distribution tables weighted for high school district the respondent’s home address was located.
- Administered an email survey of Human Resource Directors of the 25 largest nonpublic sector employers in the Lynchburg area published by the Virginia Employment Commission. The response rate was 68% (17/25). Survey questions were based upon the literature review and reviewed by the Community Impact Subcommittee. Appendix 5 contains a copy of the survey questions.

- Conducted telephone interviews with ten real estate agents in the area during the week of June 20, 2011. Survey questions were based upon the literature review (see Appendix 6).
- Observed usage of HHS and Glass outdoor athletic fields twice a day (6 am and 8 pm) during the week of June 20, 2011.
- Toured HHS and EC Glass.

The committee focused on comparing the option of maintaining two high schools in the city to the option of a single Lynchburg City high school on what is now the E.C. Glass campus. The subcommittee deemed the option of merging the two high schools to have the most significant impact on the community. The subcommittee met eleven times between March and August of 2011.

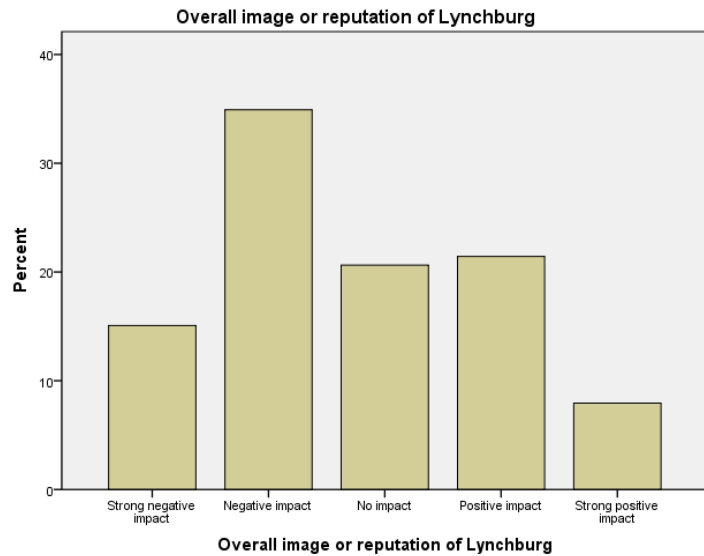
Social Impacts

In this study, we examined the potential impact of merging Lynchburg City's two high schools on the community and the quality of life of its residents. To inform this inquiry, we examined previous studies of school consolidation. As shown in Table 1, research has shown that consolidation of schools in some communities resulted in a loss of community identity, a loss of attachment to local schools, and a loss of attachment to the community as a whole. Since schools often function as community and cultural centers, studies have demonstrated that school consolidations can erode community cohesion (see Table 1).

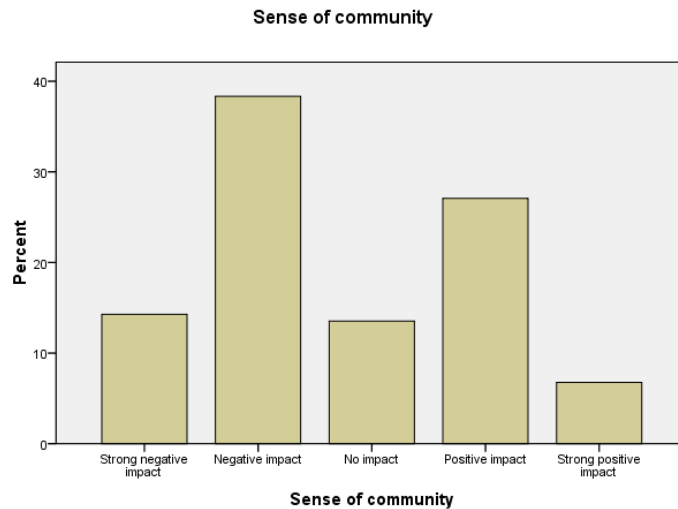
Table 1
Literature Review Findings: Social Impacts of School Consolidation

	<i>Summary of evidence</i>	<i>Study</i>
Community identity and attachment	Consolidation resulted in loss of community identity. Consolidation resulted in loss of community attachment and loss of valued connection with existing schools.	Peshkin, 1982; Bard, Gardener, & Wieland, 2006; Duncombe & Yinger, 2010
Community cohesion	Schools also double as community and cultural centers. They are places people can watch or play sports, attend a dance, attend a play, hold a meeting, organize political forums, etc. A local school creates a sense of community and collective identity. Local schools often educate generations of friends, family, and neighbors, providing a shared experience from one generation to the next. Closing a school can leave a gap.	Lawrence et al., 2002; Sell et al., 1996
Civic participation	Parent participation decreases in larger consolidated schools.	Lawrence et al., 2002; Spradlin et al., 2010

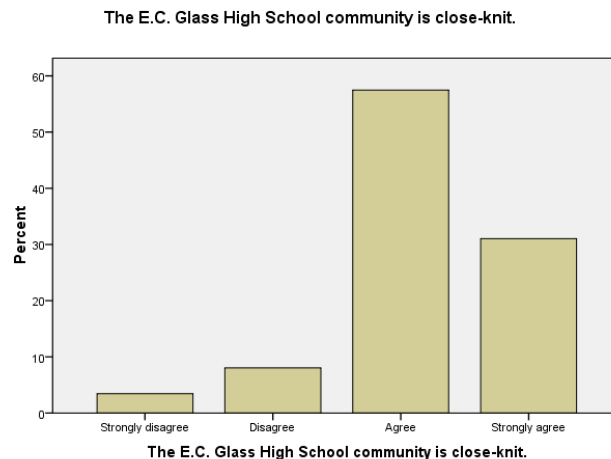
In light of this, we asked citizens a series of questions about the impact of merging E.C. Glass and Heritage High School on an array of issues. As shown in Figure 1, 50 percent of citizens believed that merging Glass and HHS would have a negative impact on the overall image of Lynchburg as compared to 38 percent who perceived it would have a positive impact. Residents with children under 17 were significantly more likely to believe that a merger would have a more negative impact on the overall image or reputation of Lynchburg ($p=.01$) (See Appendix 7).



As shown in Figure 2, almost 53 percent of citizens indicated that merging Glass and HHS would have a negative impact on the sense of community in Lynchburg. However, 37 percent perceived that merging Heritage and Glass would have a positive impact on the community.

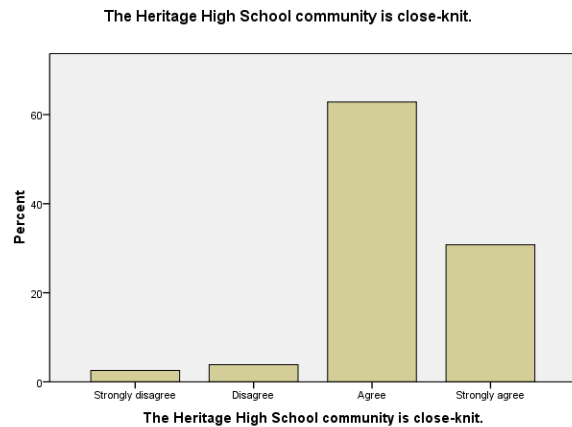


In general, people believed that the Heritage and Glass communities were tightly connected. As shown in the figures, almost 94 percent of respondents agreed that HHS community was close-knit (see Figure 3) and approximately 89 percent of responded perceived that that the Glass community was close-knit (see Figure 4), suggesting that sense of community and collective identity within the schools are strong. Moreover, respondents agreed that alumni of both Heritage and Glass remained closely connected with their schools (88.4 percent and 90.3 percent,



respectively). More than half of the residents were concerned about the impact of merging the two high schools into one campus on alumni relations. Fifty-eight percent of citizens believed that merging the schools would have a negative impact on alumni relationships with graduates of the city's high schools.

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Residents were asked to respond to the following open-ended question: “What impact would combining the two Lynchburg City High Schools have on the quality of life in Lynchburg?” (see Appendix 8 for responses). Almost 64 percent of the citizens spoke against merging the two schools; whereas twenty-five percent of the respondents perceived the merger would have a positive impact on the community. Eleven percent of the comments neither supported nor opposed merging the two Lynchburg City high schools. For example in opposition to a merger, respondents wrote (see Appendix 8 for full set of responses. The responses in the Appendix are transcribed verbatim):

- *Overall, the quality of life in Lynchburg would decrease. For those that believe in public school education, Bedford County schools (Forest) would become the best option. That would leave those in Lynchburg that do not have a choice – the poor, the disenfranchised. Surely another option would be reorganization of the public high schools. Instead of duplicating specialized programs (drama, higher level sciences, all sports, even languages, special ed) specialize the two schools along the line of Boston public schools. This may attract the best teachers and more middle class/upper middle class families to the public schools in Lynchburg while having programs available for all socio-economic groups.*
- *Making a “mega school” would take away our separate identities and strengths now present in 2 high schools. Don’t want to be like Northern VA or VA Beach schools. E.C. Glass, particularly, has a legacy and reputation throughout VA that would be difficult if not impossible, to maintain as a mega school. Both schools have discipline issues beyond what is publicly known – the two together would*

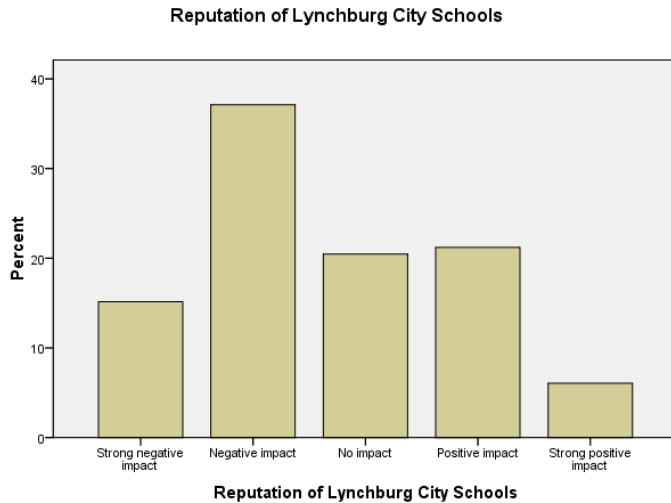
fuel an even bigger problem – to put it mildly! (School rivalry and gang issues only increase when thrown together; often innocents suffer greatly.)

- *We feel that the quality of life will drastically decrease. First the idea is to combine schools. Right off the bat nobody is thinking of the staff that will be laid off. This just adds to an economic situation already out of control. Our teachers and staff spend money in the area that helps boost the economy of Lynchburg. Without this spending businesses will suffer and cause more problems. Staff that lives here in Lynchburg will be forced to move into another county where it is considerably cheaper, which causes more strain on the housing market in this area. Combining schools will limit options for families that want to move to the area, and just one school will cause the perception of Lynchburg to look like one of those inner city areas that we hear, see and read about in the news, further adding to our obvious economic downward spiral that will happen if this idea becomes a reality. We as a whole have to think about the future of our children and not waste money and be practical.*

In support of a merger, respondents wrote:

- *It would bring the Lynchburg community together rather than separate as it is now. I also believe total education quality for all students, regardless of their needs, would significantly improve at E.C. Glass. Athletics would be stronger in competition with other schools. The quality of education would improve and would attract more highly qualified teachers. Basically, combining the two high schools has many more advantages than having two high schools in the city.*
- *Combining the 2 city high schools could perhaps bring E.C.Glass back to the “power house” that it was when I attended in the 1970’s. Marching band size and participation was over 200, and really excelled in competition. School size may also elevate it back into a triple “A” status that was once such a stronghold. A bigger sense of community and participation may occur with this integration. As many newcomers to the Lynchburg area migrate to Bedford County (and other area counties) Lynchburg City could become more cohesive with the consolidation of high schools.*
- *I’m not sure, but I believe that it would inspire the community to find ways to come together, compromise in their differences and develop in its diversity! There may be some unease and concerns to work through, but I know that people need to adjust to change and make the best of every situation.*

Residents were also asked about the impact of merging the two high schools on the school system. As shown in Figure 5, 52 percent of citizens believed that merging Heritage and Glass would have a negative impact on the reputation of Lynchburg City Schools (LCS). Approximately, 32 percent of respondents believed it would have a positive impact on LCS’s reputation. Residents living in the Heritage school district ($p=.10$) and residents with children under 17 ($p=.01$) were significantly more concerned about the impact of the merger on LCS’s reputation (See Appendix 7 and 9 for difference of means tests).



When thinking about the future of the Lynchburg City Schools, as shown in Figure 6, 74 percent of residents believed that merging the two high schools would have a negative impact on the school district's ability to accommodate future growth in student population.

This concern is particularly salient given that in the past decade, the population of the City of Lynchburg has grown 15.8 percent (see Table 2). Much of that growth has occurred within the areas of Lynchburg that are

districted for Heritage High School. The Census data showed a 30 percent increase in the city's population living in the area zoned for Heritage. Moreover, Table 3 demonstrates that between 2000 and 2010 the city has experienced a significant growth in children under 5 in both the Heritage and Glass school districts. However, the percentage growth is much greater in the Heritage school district.

A respondent to the Citizen Survey wrote:

1st of all, our city has seen tremendous growth over the past 5-10 years and our city is getting younger (as stated in a recent study). The majority of that growth is in areas where students would eventually go to Heritage. That WILL lead to more students coming out of that area, so why would we eliminate 1 high school, when we should be preparing for an increase in enrollment. Consolidating ECG and HHS would be lazy and very short sighted. In addition, when was the last time you heard of a city that is growing with a population of 75,000 having only ONE high school? The thought is beyond ridiculous. I moved to Wyndhurst so my kids would go to Sandusky Middle and Heritage High School. Build us Pioneers the school we deserved after annexation. Build a new and larger Heritage High School! GO PIONEERS!

Table 2

**Percent of Population Change in the City of Lynchburg,
E.C. Glass School District, and Heritage School District between 2000 and 2010**

Change		E C Glass	Heritage	City
		% Change	% Change	% Change
Population		3.0	29.9	15.8
	White	-1.7	27.2	11.9
	Black or African American	6.4	22.8	14.2
	American Indian and Alaska Native	32.9	46.7	40.2
	Asian	59.7	181.2	122.9
	Native Hawaiian & Other Pacific Islander	21.4	42.9	32.1
	Some Other Race	128.8	130.9	130.0
	Two or More Races	61.3	86.9	74.6

Source 2010: U.S. Census Bureau, Census 2010 Summary File 1, Detailed Tables, Table P3 - RACE, All Blocks Within Lynchburg City, Virginia

Source 2000: U.S. Census Bureau, Census 2000 Summary File 1, Detailed Tables, Table P003 - RACE, All Blocks Within Lynchburg City, Virginia

Table 3

**Percent of Population Change by Age and Gender in the City of Lynchburg,
E.C. Glass School District, and Heritage School District between 2000 and 2010**

Change		E C Glass	Heritage	City
		% Change	% Change	% Change
Population < 20		-0.5	31.1	14.7
	Male < 20	1.9	28.9	15.0
	Under 5 years	10.6	29.2	19.4
	5 to 9 years	-1.0	3.3	1.0
	10 to 14 years	-16.3	-11.6	-14.2
	15 to 17 years	8.4	5.6	7.1
	18 and 19 years	23.2	112.2	79.1
	Female < 20	-2.8	33.2	14.3
	Under 5 years	10.6	30.6	20.3
	5 to 9 years	-9.1	-1.0	-5.5
	10 to 14 years	-12.6	-9.7	-11.3
	15 to 17 years	4.3	14.7	9.1
	18 and 19 years	-1.2	107.4	58.1

Source 2010: U.S. Census Bureau, Census 2010 Summary File 1, Detailed Tables, Table P12 - SEX BY AGE, All Blocks Within Lynchburg City, Virginia

Source 2000: U.S. Census Bureau, Census 2000 Summary File 1, Detailed Tables, Table P012 - SEX BY AGE, All Blocks Within Lynchburg City, Virginia

Student Impacts

While another subcommittee was tasked with considering the impact of a merger on students, it was impossible to evaluate the social impact of a merger without considering its impact on LCS students. Appendix 10 presents a review of studies that have examined the ways in which students have been impacted by consolidating schools. Impacts included loss of students' sense of belonging, higher student drop-out rates, lower student graduation rates, more negative social behaviors on the part of students, and decreased student participation in extracurricular activities. Moreover, studies have shown that consolidation of schools impacted students from lower socioeconomic levels disproportionately because students from less affluent households achieve better in smaller school environments.

A review of citizen comments revealed concerns that were consistent with the literature review. For example, citizens wrote:

- *Larger and larger high schools create a very challenging social environment for teenagers that are detrimental to their development both emotionally and academically. Smaller school populations allow a much more personal experience and a “manageable” social structure that students can navigate as they mature. It is easy to be overwhelmed and intimidated by a large student body that inevitably creates its own social strata rather than a tolerant, accepting atmosphere for growth of all the students. The advantage of offering more courses is more than offset by these negatives and well as the likelihood a child is not talented enough for extra-curricular activities at a large school. Both my daughters graduated from Glass and I am strongly opposed to increasing the size of either school, especially to the scale that would be created by a consolidation.*
- *Combining the two high schools would be the biggest mistake ever made in terms of education in our city. My children attend an elementary school in the Glass zone and I do not want them attending a high school with more than 2,500 students. The data shows that high schools this large are not effective. They have higher dropout rates, which we already have a problem. The teacher’s ability to develop relationships with students is diminished. I have no guarantee about how much my kids will excel in a sport or activity. I do know that their ability to participate due to the high numbers will be lowered. I will hesitate to even stay in the school zone where my two kids will go to school with this many students we will have an increase in gang issues in a school of 2,800 students. I believe that the two separate schools are safe but go to the Glass/Heritage football game and this is what a day of school will look like. I believe between 20-30 police officers cover this game. Both schools have excelled academically. Both are top ranked high schools. Heritage has an established community and we should allow them to continue. With the exception of about 7 years we have always had two high schools in Lynchburg (Dunbar). Let’s continue with the two schools and let them continue to move forward serving our students separately. The cost of combining schools is too great. Simply give the Heritage community a building that is safe for students to attend. I would support building a new school for the Heritage community.*

Residents were asked to consider the impact of consolidating the two Lynchburg high schools into one campus on student life. The results are presented in Table 4. More than half of the respondents believed that consolidation would have a negative impact on the ability of high schools to serve students with special needs, on student academic achievement, and student participation in extracurricular activities.

Table 4
Perceived Impact of Consolidating the two Lynchburg City High Schools into One Campus on Student Life

Impact of consolidating the two Lynchburg City High Schools into one campus at the current E.C. Glass location on the:	Strong negative impact	Negative impact	No impact	Positive Impact	Strong positive impact
Ability to serve high school students with special needs (e.g. autism, learning disabled)	20.0%	32.0%	14.4%	26.4%	7.2%
Academic achievement of Lynchburg high school students	19.5	36.8	17.3	21.8	4.5
Extracurricular participation by Lynchburg high school students (e.g. athletics, performing arts)	28.3	30.7	18.1	16.5	6.3
Ability of students to take advantage of dual enrollment with local colleges	12.6	15.0	45.7	19.7	7.1
Ability of Lynchburg City schools to have sufficient Career Tech course offerings	16.7	29.4	22.2	24.6	7.1
Ability of Lynchburg City schools to have sufficient Advanced Placement course offerings	18.3	28.6	23.8	20.6	8.7

Source: Citizen Survey

Community Usage of Heritage and Glass Facilities

Since schools often serve as important community facilities to residents, the committee examined the usage rates of the Heritage and Glass athletic facilities. Both the observational analysis (see Table 5) and the survey results (see Table 6) indicated that Lynchburg community members utilize the Heritage facilities for recreational use more than they use the Glass facilities. As shown in Table 5, for every person using the track/field and tennis courts at Glass, we observed almost 2.7 persons using the facilities at Heritage during the week of June 20, 2011.

Consistent with our observations of usage, as shown in Table 6, residents used the HHS facilities for recreation (e.g., walk the track, play tennis, or soccer) in the past 12 months more often than they used the E.C. Glass facilities. Thirty-two percent of respondents have used the Heritage facilities for recreation at least once in the past twelve months compared to 17.6 percent of residents using Glass facilities.

Residents, however, were more likely to have attended a community event at E.C. Glass in the last 12 months, with 45 percent attending at least one event in the past 12 months, compared to 27 percent of residents attending a community event at HHS.

If Heritage were closed and the city operated one high school, the community would lose approximately 207 home athletic events, 32 cultural arts events, and 69 other community events based on the pattern of activities reported for the 2010-2011 school year.

Table 5
Observations of Usage of Athletic Facilities at HHS and Glass – June 2011

		Mon.	Tue.*	Wed.	Thurs.	Fri.	Sat.	Sun.	
		20-Jun	21-Jun	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun	Subtotals
6:00 AM	HHS								
	Track/Field	14	8	9	12	7	6	5	61
	TENNIS	0	2	0	2	0	0	0	4
6:00 AM	EC Glass								
	Track/Field	0	0	1	0	0	0	2	3
	TENNIS	0	0	0	0	0	0	0	0
8:00 PM	HHS								
	Track/Field	29	11	15	25	35	6	17	138
	TENNIS	4	0	4	6	5	4	7	30
8:00 PM	EC Glass								
	Track/Field	0	30	22	2	0	4	15	73
	TENNIS	0	0	2	4	0	5	0	11
								HHS	233
								Glass	87

* Counted on June 28 but it rained out on June 21 - Source: Observations by CI Subcommittee members

Table 6
Usage of High School Facilities in the last 12 months by Respondents or Family Members

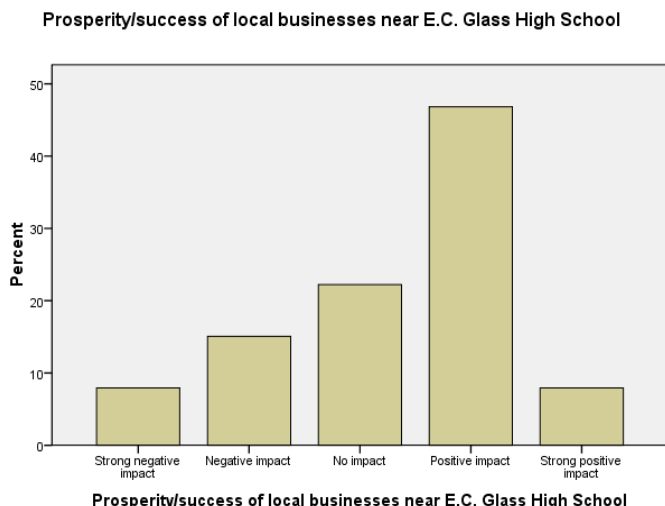
In the last 12 months, about how many times, if ever, have you <u>or a family member</u> participated in the following activities:	Never	Once or twice	3-6 times	7-10 times	11-20 times	More than 20 times
Attended a Heritage High School-sponsored event (on or off campus)?	63.9%	21.5%	7.6%	1.9%	2.5%	2.5%
Attended an E.C. Glass High School-sponsored event (on or off campus)?	48.1	27.8	15.8	1.3	1.9	5.1
Attended a community event at Heritage High School?	73.5	19.4	5.2	1.3	0.0	0.6
Attended a community event at E.C. Glass High School?	54.8	31.8	8.9	1.9	1.3	1.3
Used the Heritage High School facilities for recreation? (e.g., walk the track, play tennis or soccer)	67.7	12.0	9.5	4.4	1.9	4.4
Used the E.C. Glass High School facilities for recreation? (e.g., walk the track, play tennis or soccer)	82.4	8.2	3.8	2.5	1.9	1.3

Source: Citizen Survey

Economic Impacts

As shown in Appendix 11, closing a school can have a negative impact on a community by lowering both its social and fiscal capacity. Lyson (2002) found that when a community lost a school, the tax base and fiscal capacity of the district was negatively affected. These losses can occur when school districts eliminate jobs, businesses near closed schools lose

customers, and property values in areas near the closed school are impacted negatively.

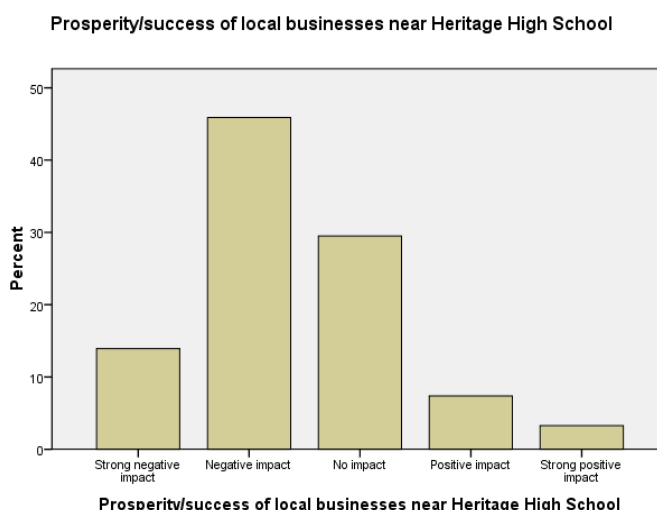


As shown in Figures 7 and 8, almost 60 percent of respondents believed businesses located near HHS would be negatively impacted if the high schools consolidated into one campus on the current Glass campus. On the other hand, almost 55 percent of the residents expected that business near E.C. Glass would be more prosperous if the schools consolidated.

Impact on Real Estate Values the third week of June: Assist 2 Sell, Billy Flint Properties, Burruss Realtor, Century

21, Dewitt, Gary Case, Gary Foster, Kain, Robert Dawson, and Thalminer. Generally, the agents described the property values near Heritage as stable, relative to the current real estate market (see Appendix 5 for more detailed responses).

All but one of the agents interviewed believed that consolidating the schools onto the current Glass campus would impact residential property values negatively. One agent remarked that “people will pull their children out of Glass. It will not be good for Lynchburg's economy long-term, and property values will go down. It will not be good for the students. Overall, it will stunt the growth of the city because it will be harder to recruit people and companies to relocate to the community. People will opt to live in Bedford County where property tax values are lower. People who live in a small town want a small town experience. Lynchburg has a reputation for having excellent schools and having one high school will negative impact their reputation. I can't imagine trying to recruit candidates to the area and saying we have one high school of 2,600 students. By having two high schools, we have checks and balances; we have competition. It is good to have competition.” Another agent



commented that “five years ago, seven out of ten clients wanted to live in Forest. Today six out of ten want the City of Lynchburg or in Brookville because of the schools. The city has done well. It seems today the trend is to move away from big schools.”

Impact on Businesses

Seventy-one percent of businesses surveyed estimated that between 76 and 100 percent of their current workforce lived in the Region 2000 area when the firm hired them (see Appendix 12 for descriptive statistics from the Business Survey). As shown in Table 7, almost 71 percent of businesses have been satisfied with their ability to find qualified candidates from the region and 71 percent of businesses rated the quality of current employees who lived in the Region 2000 area when they hired them as “good” or “excellent” (see Appendix 12).

Overall, a plurality, almost 40 percent, of the businesses expected that a merger of the high school would negatively impact the quality of persons in the local labor pool and 35 percent expected the quality of high graduates to decrease. However, most of the companies did not anticipate that a merger would impact their ability to recruit employees from outside the region.

Table 7
Perceived Impact of Consolidating the two Lynchburg City High Schools by Local HR Directors

Impact of merging the high schools on:	Significantly worse	Somewhat worse	No change	Somewhat better	Significantly Better	Uncertain
Quality of persons in the local labor pool	5.9%	35.3%	17.6%	11.8%	0.0%	29.4%
Quality of local high school graduates	11.8	23.5	29.4	11.8	0.0	23.5
Ability to recruit employees from outside Region 2000 to relocate to the area	5.9	5.9	52.9	11.8	0.0	23.5
Quality of life in Lynchburg	5.9	29.4	17.6	0.0	5.9	41.2
Reputation of Lynchburg as a good place to live	5.9	29.4	17.6	11.8	0.0	35.3

Source: Business Survey

As shown in Appendix 13, the written responses from businesses mirrored some of the sentiments expressed on the Citizen Survey. For example, in support of the merger, a respondent commented:

I believe combining the two schools would make for a more cohesive unit and offer the ability for more types of classes, perhaps more vocation oriented. I'm not sure that the E.C. Glass campus would be able to handle the number of students / traffic this would entail.

On the other hand, another respondent wrote:

The larger the school, the less touch the educators have with the students. Anything much larger than we currently have, students become a number rather than a person. Technology is dehumanizing our children already, let's not add to this process by herding them into a larger high school that will limit their potential to grow as individuals. With two schools, more students can participate in activities that teach them team work, leadership, research, etc. The larger the school, the less opportunities for individual growth and recognition.

Yet another respondent saw potential benefits and costs associated with a merger:

IF, and that's a big if, the classes are small enough to provide the needed one on one many students need, as well as a broader range of classes it could be very positive. On the other side there would not be enough positions on sports teams for the number of students that play for the two schools now. That could be a negative to people relocating to our area. Sports are a large part of school life and parents try to locate to an area where their children can participate.

Transportation Impacts

As shown in Table 8, one of the impacts of consolidating schools relates to student transportation. In many instances, students face longer bus rides to and from school. Studies have shown a negative relationship between increased time spent on a bus and academic performance.

Table 8
Literature Review of Transportation Impacts of School Consolidation

	<i>Summary of evidence</i>	<i>Study</i>
Student performance & Transportation	Achievement scores were reduced by 2.6 points for fourth-grade students for every hour spent riding a bus. High school students were not affected as adversely as students in elementary school, losing only 0.5 points per hour spent riding a bus.	Lu and Tweeten, 1973
	A survey of high school students in four West Virginia counties found that students from consolidated districts had a 43 percent longer commute, rode buses more often, and participated less in extracurricular activities than students in nonconsolidated districts.	Jimerson, 2007
	Transportation costs increased; students were exhausted by bus rides, their grades fell, their family time decreased; and their participation in school activities decreased.	Rural School and Community Trust, 2002
	Transportation costs decreased or they increased at a reduced rate	Silvernail, Gritter, & Sloan 2007

Impact on Student Transportation

As shown in Table 9, approximately 166 Heritage students drove to school during the 2010-2011 school year. Of the 166 HHS drivers, 133 or 80 percent of the students participated in the early release program, which enabled them to work in the community. Merging the two schools would require modifications and expansion to the current parking facility at Glass in order to accommodate HHS student and staff drivers.

Table 9
Student Transportation at HHS

Student Transportation	HHS	Glass
Dropped off	305	
Drivers	166	
Bus riders	729	

Source: Mark Mear, Lynchburg City Schools

If the schools were consolidated onto the current Glass campus, the volume of traffic in the area would increase. However, according to Dave Owen, due to the Midtown Connector work, parts of Langhorne Road will be widened to four lanes, which would enable the city to better accommodate a HHS/Glass merger. Table 10 shows the usage patterns at intersections near Glass and Heritage in 2001 and 2009.

Table 10
Traffic Usage Patterns near E.C. Glass and H.H.S.

	Langhorne	Memorial between Langhorne & Park	Lakeside	Murrell between Lakeside & Memorial	Timberlake between Leesville & Wards Ferry	Leesville	Wards Ferry
2001	20,000	13,000	6,100	8,300	34,000	8,900	9,200
2009	19,000	13,000	6,500	8,900	32,000	12,000	11,000

Source: Dave Owen, City of Lynchburg

Willingness to Increase Revenues to Support Two High School Model

Given the current conditions at Heritage, the city is faced with deciding whether to merge the high schools or to renovate/rebuild Heritage. Citizens were asked to indicate “the extent to which, if at all, you would be willing to increase your taxes to maintain two high schools in Lynchburg. The current real estate property rate is \$1.05 per \$100 of assessed value.” Table 11 presents the results. A majority of citizens indicated that they were willing to increase their tax rates between 1 and 4 cents, which suggests that there is strong support on the part of citizens to maintain two high schools within the City of Lynchburg. Some residents do not want their taxes increased, as illustrated by the remarks of one citizen: “No tax hikes! My property taxes are too high now! Especially in this economy!” On the other hand, another resident wrote:

Although I am not deeply wed to either alternative (combine schools or keep them separate), if it benefits the community as a whole, and particularly youth, we must be

willing to pay more to support education. The real estate tax rate of \$1.05 is truly very low, political and fiscal austerity aside. If Lynchburg is to remain competitive with Northern Virginia and other parts of the state regarding preparing youth for higher education or the 21st century workforce, the citizens must step up to meet this need.

Table 11
Citizens' Willingness to Increase Taxes to Maintain Two High Schools

Would you be willing to increase your rate by the following amounts?	Yes	No
between 1 and 4 cents (between .95 and 3.8 percent)	60.1	39.9
between 5 and 9 cents (between 4.8 and 8.6 percent)	29.5	70.5
between 10 and 14 cents (between 9.52 and 13.3 percent)	15.1	84.9
between 15 and 19 cents (between 14.3 and 18.10 percent)	8.7	91.3
between 20 and 25 cents (between 19.1 and 23.8 percent)	6.3	93.7

Note: Valid percentages are reported. Respondents who did not answer yes or no to this question were excluded from the analysis.

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FINANCE SUBCOMMITTEE

Date: June 1, 2011

To: Members of the Heritage High School Task Force

From: Finance Subcommittee

Lyle Schweitzer – Chair

Julie Doyle

Kim Lukanich

Jim Poats

Rebecca Richardson

Roger Roberts

Stephanie Suter

Tracy Wheelock

Re: Preliminary Subcommittee Report

The Finance Subcommittee has listed the advantages and disadvantages of each of the five Initial Charges to the Subcommittees of the Heritage High School Task Force.

Option 1: Refurbishing Heritage High School

Advantages

- Lowest cost option - \$20 - \$25M
- Renovations could take place while school is in session.

Disadvantages

- Would this cure the ills of the building—roof and water leakage problems?
- Hallway space could not be increased with this option.
- Would this cure the HVAC issues?
- Would this give us another 30 years or just a temporary fix for 5 – 10 years?
- Can we find a contractor who would bid on this project?

Option 2: Building a New Heritage High School

Advantages

- More efficient design.
- Meet current classroom standards— sq. ft. per student.
- LEED certification
- Energy efficient.
- Solve current roof and water problems.

- Install needed elevators.
- Latest in technology.
- Efficient HVAC.
- Auditorium suitable to accommodate entire student body.
- Students would be able to use old HHS while new HHS is being built.

Disadvantages

- Most expensive option - \$49 - \$60M.
- Possible land acquisition needed.

Option 3: Combination of Renovation and New Construction for Heritage High School

Advantages

- Recycle useable parts of current building—cafeteria and field house.
- Costs would be \$35 - \$40M.
- Less cost than totally new construction—although with the renovation this could eventually be more costly than building new.
- Update technology needs.

Disadvantages

- Is there enough land available?
- Need for temporary classrooms.
- Parking will be an issue while construction is ongoing.
- Athletic practices and games would be a challenge.
- Governor's School would need space during construction.

Option 4: Combining Heritage High School and E.C. Glass High School into One High School on the Current E.C. Glass Campus.

Advantages

- Some savings on the operation budget.

Disadvantages

- Would have to re-name the new high school—could not use E.C. Glass or Heritage.
- How long would it take for two schools to blend into one?

- Construction of additional classrooms (70 rooms), parking, additional cafeteria space will be needed.
- Does ECG have the acreage to accommodate this plan?
- Travel distance to athletic contests would increase.
- Increased bus time for some students.
- Half of the students would not be able to participate in extra-curricular activities.
- Where does the Governor School fit in?

Option 5: Maintaining a four year high school experience versus creating a three year high school experience.

Advantages

- n/a

Disadvantages

- n/a